

U.S. Army Cadet Command

2002 Leadership Training Course Study

Executive Summary **2002 Leadership Training Course Study** **6 September 2002**

Dr. Bert Huggins
HQ Cadet Command
Major William Morris
2nd Region IG



U.S. Army Cadet Command



LTC Study Executive Summary

- ★ **Purpose:** Provide in-depth analysis LTC, including perceived development of leadership capacity and interaction with cadre.
- ★ **Conducted at LTC, 2002, with pre and post surveys.**
- ★ **The study examined:**
 - ➡ 1 What cadets expected of camp.
 - 2 Interaction with campus cadre.
 - 3 How cadets learned about ROTC and LTC.
 - 4 Self-evaluation of current skills and abilities related to leadership.
 - 5 Ethnicity and gender differences.
 - 6 Perceptions of LTC and evaluation of course elements.
 - 7 Self-ratings of cadet's increase of leadership ability elements.
 - 8 Overall evaluation of experiences.
- ★ **Findings:**
 - Cadets were overwhelmingly positive about gains in communication skills, comfort in assuming a leadership position, logical problem solving, and ability to influence others.
 - Cadets who did not complete the end of course survey were more likely to report that their physical conditioning at the beginning of camp was poor.



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Executive Summary (continued)

✦ Findings (cont):

- ➔ Despite positive self-evaluations of increases in leadership skills, cadets were mildly disappointed in the degree of physical and mental challenge provided.
- ▢ Cadets indicating that they found the course physically challenging were mostly from those cadets who did not rate their physical conditioning high initially, and of those, a greater part were unsure of commissioning or had decided not to commission through Army ROTC.
- ▢ Cadets sought excitement. When they found it, they were more inclined to plan to commission.
- ▢ Cadets who found LTC fun were also more inclined to remain to commission.
- ▢ Cadets did not perceive an increase in physical conditioning during LTC.
- ▢ Map reading and particularly land navigation were disliked by African-Americans and African-American females particularly.
- ▢ Females did not respond as highly to physical activities, weapons, or paint ball/tactics.
- ▢ 84% of all cadets said they would remain to commission. Of those not taking the second survey (dropouts), over 87% initially said they would commission. Of those completing, 82% had initially said they would stay. Therefore, the initial commitment to remain to commission had no relationship to completion of camp.
- ▢ No single question predicted commissioning well, but several were related to the decision to commission, among those were:
 - ✦ Home campus cadre preparation for camp.
 - ▢ Home campus cadre contact with cadre during LTC.
 - ▢ When cadets learned about Army ROTC.
 - ▢ Whether expectations were met.
 - ▢ The increase of leadership skills at LTC.



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Executive Summary Recommendations

- ★ **Cadets scheduled to go to LTC should be either :**
 - ➡ **Included in PT with the battalion for a period of two months prior to attending LTC.**
 - ▢ **Or supervised in a program of strenuous physical activity prior to going to LTC.**
 - ▢ **This would improve their physical conditioning to complete LTC and increase the likelihood of commissioning for those who complete.**
- ★ **Cadre should focus more on the existing physical conditioning of the prospects in the recruiting phase. Cadets will report their condition and cadets who are out of shape may not achieve or maintain sufficient physical conditioning to complete LTC or enjoy the process.**
- ★ **Campus cadre should continue to contact cadets at LTC (positive impact on cadet decision to commission).**
- ★ **Need to review the instructional content and method of map reading and land navigation to determine why minorities do not respond to it and to increase its appeal generally.**
- ★ **Campus cadre should provide the most realistic view of LTC in order not to elevate expectations beyond what actually exists.**
- ★ **Brief the results of the study to regions at their conferences.**
- ★ **Physical requirements at LTC should be reviewed in light of on-campus preparations to assure that cadets are sufficiently physically challenged.**



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The National Advanced Leadership Course Branching Survey

- ★ Purpose: Provide in-depth analysis LTC, including perceived development of leadership capacity and interaction with cadre.**
- ★ Study looked at self-perceptions of leadership ability, expectations of leadership development and increase of leadership due to the LTC experience.**
- ★ Study included 868 valid respondents (cadets taking both surveys).**



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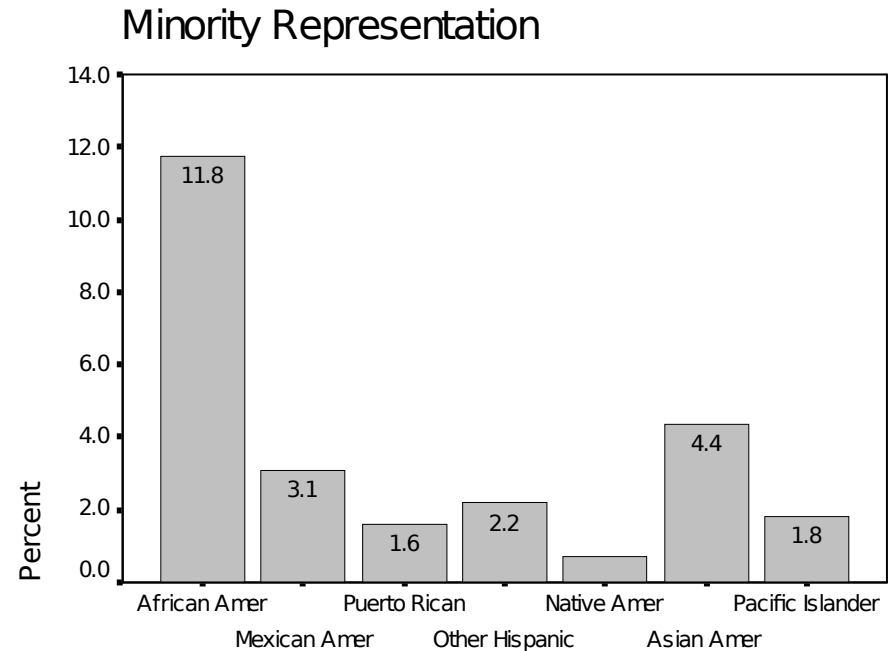
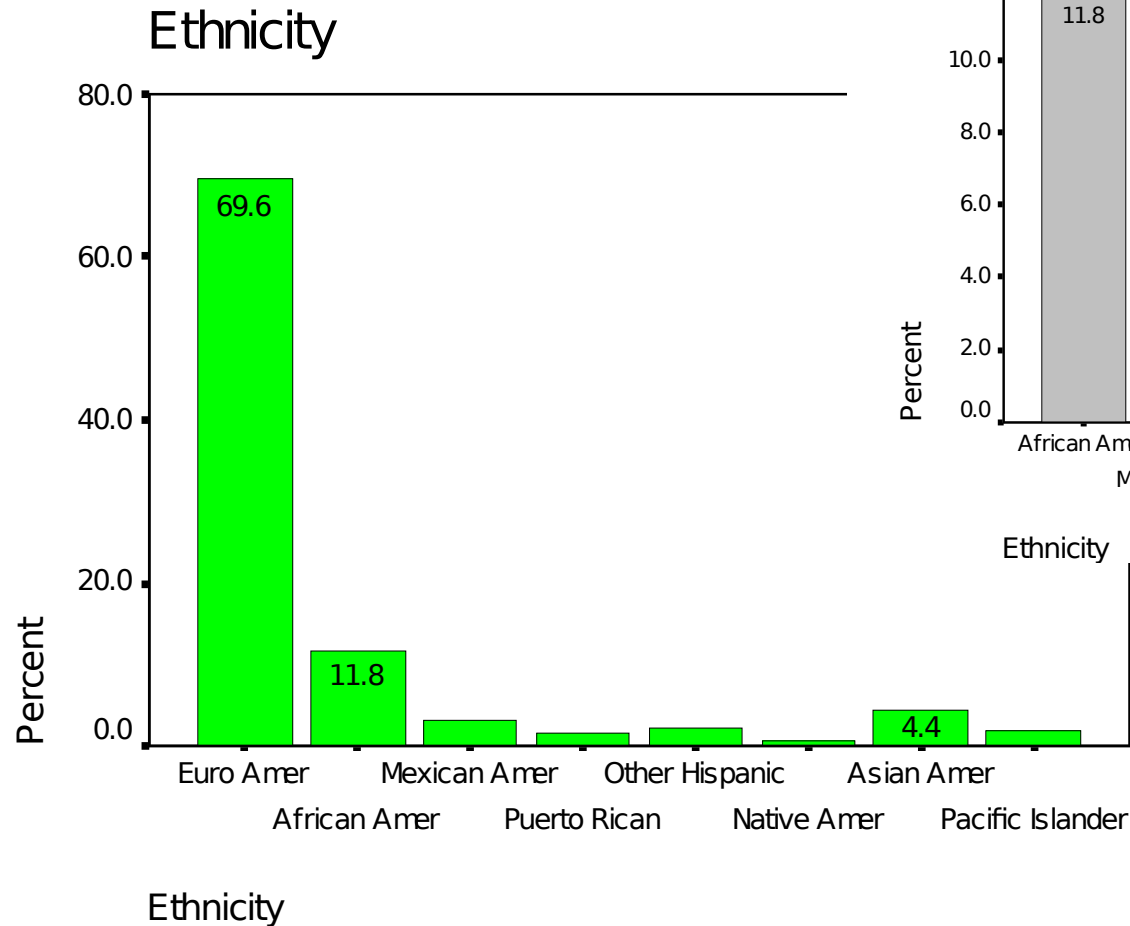
- ★ **Study Sample**
- ★ **Expectations and Cadet Self-Perceptions at the Beginning of LTC**
- ★ **Post-LTC Survey Results**
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LTC Survey Sample



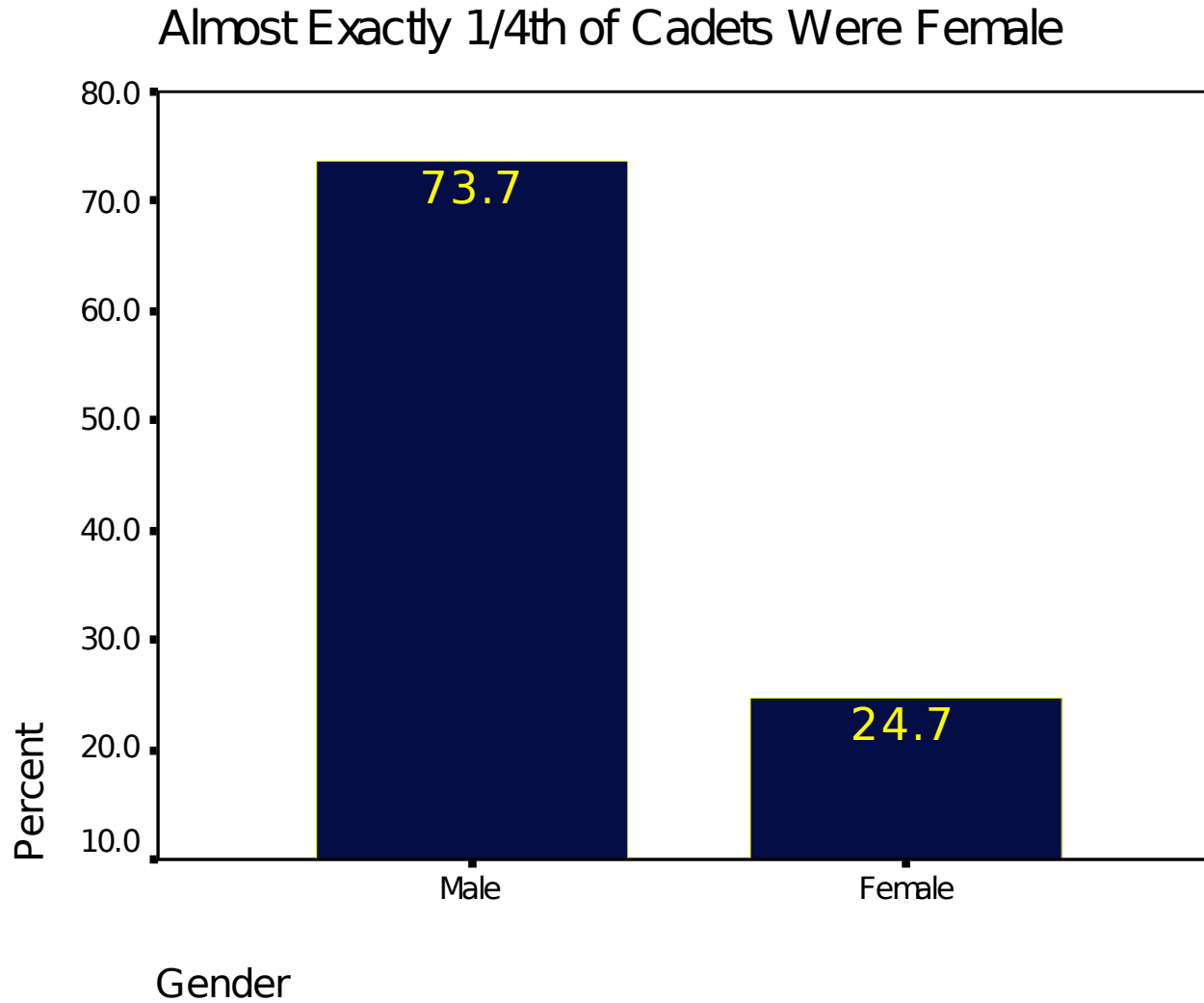
Study included 868 valid respondents (cadets taking both surveys).



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LTC Survey Sample

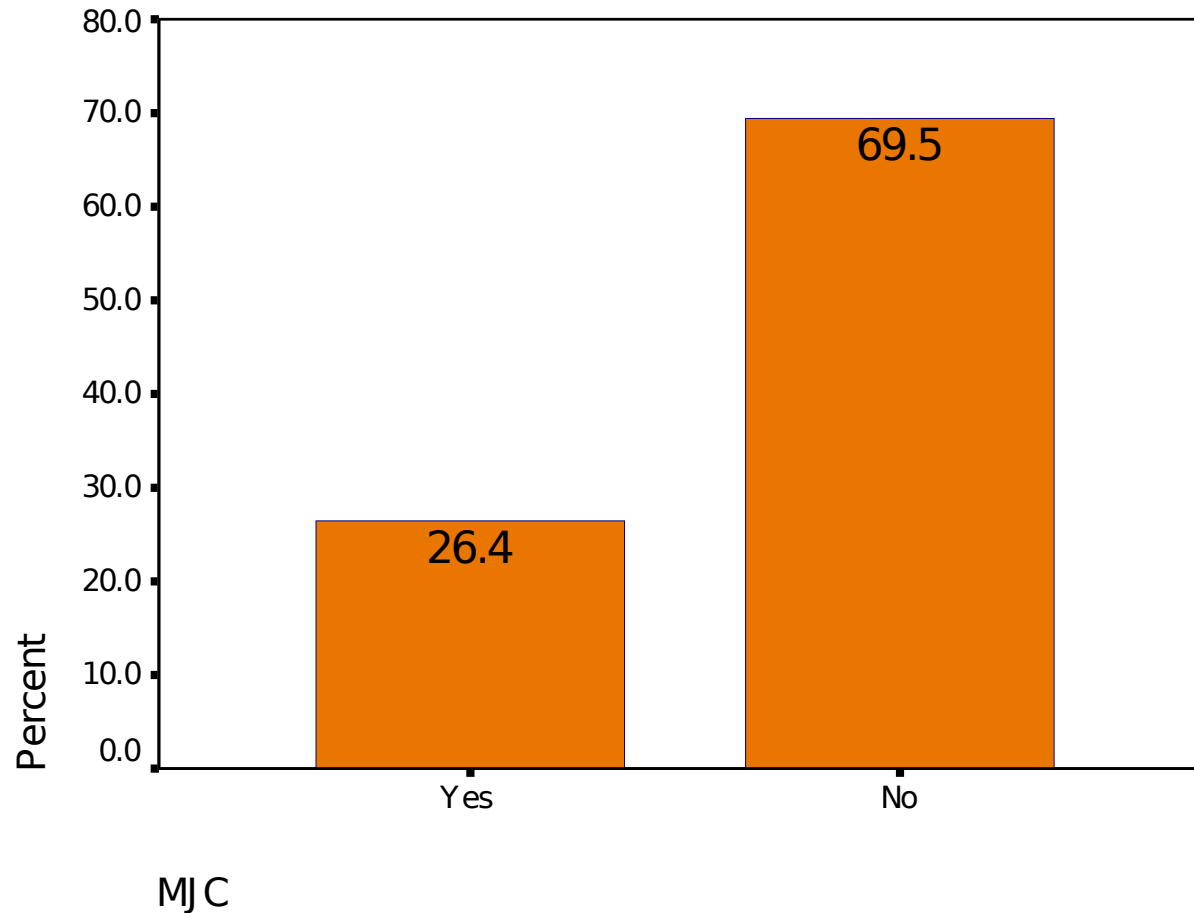


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LTC Survey Sample

26 Percent Were MJ C Cadets

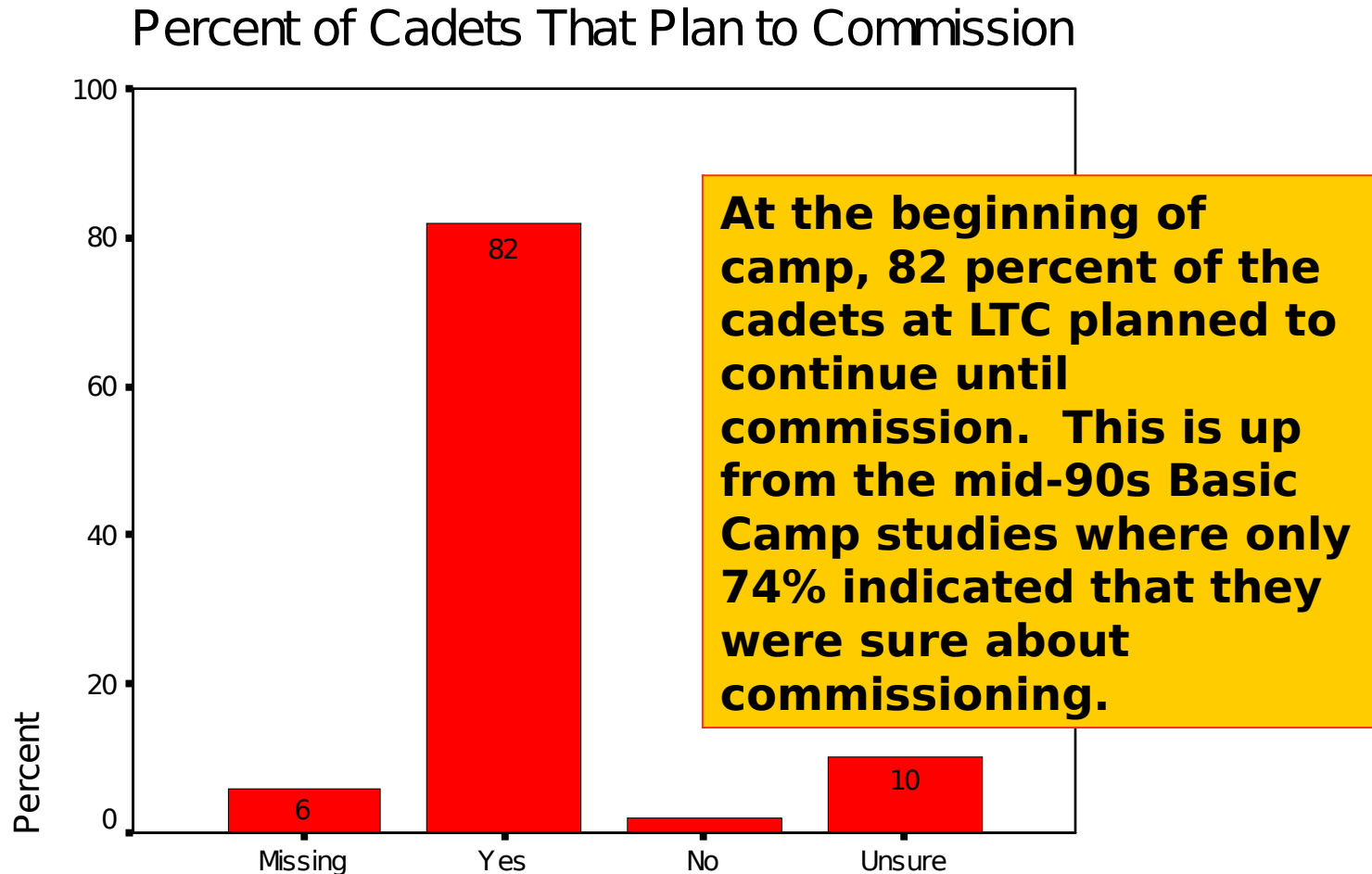


MJ C

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Pre-LTC Survey Results



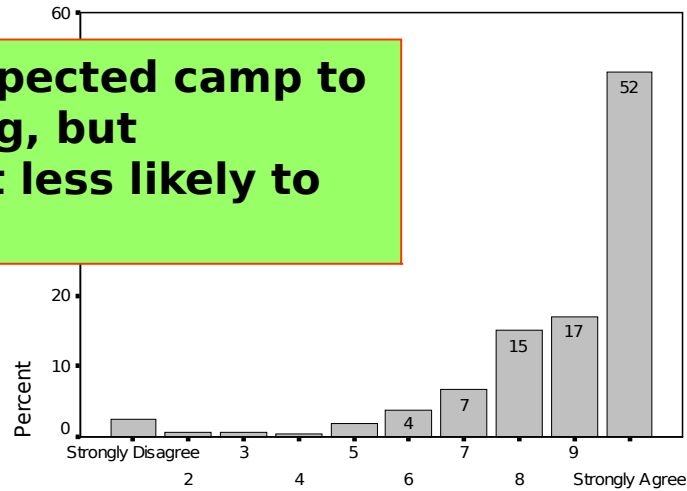
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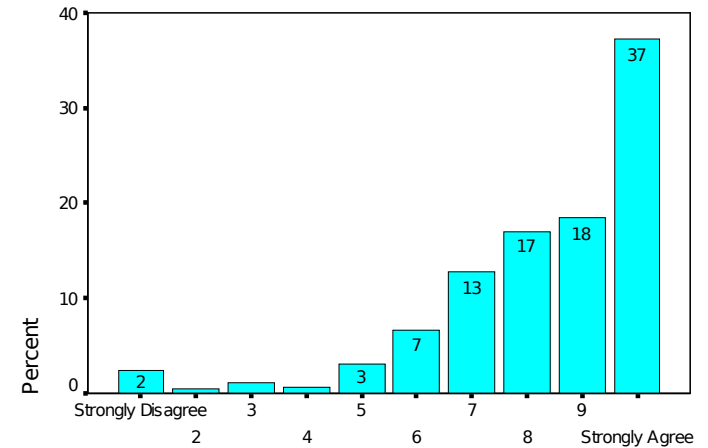
Pre-LTC Survey Results

Cadets Expected Excitement

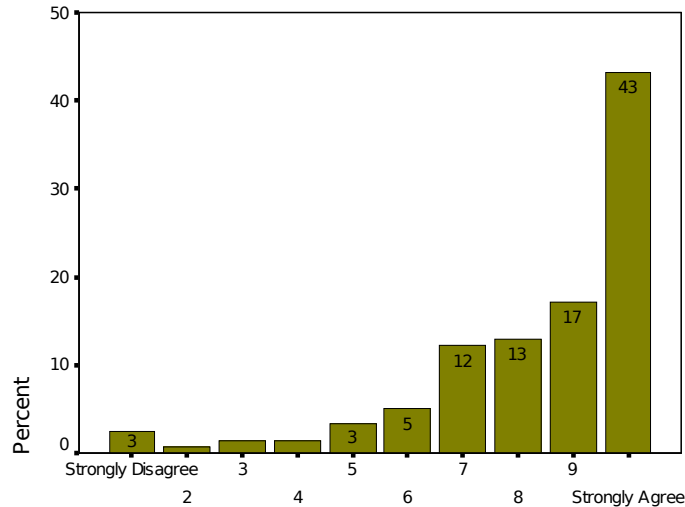
Cadets expected camp to be exciting, but somewhat less likely to be fun.



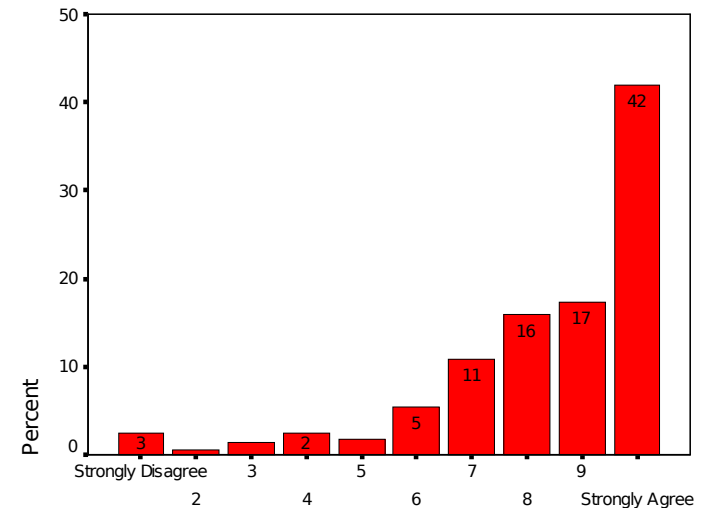
Cadets Were Less Inclined to Expect Camp to Be Fun



Expectations of Physical Demand



Expects LTC to Be Mentally Demanding



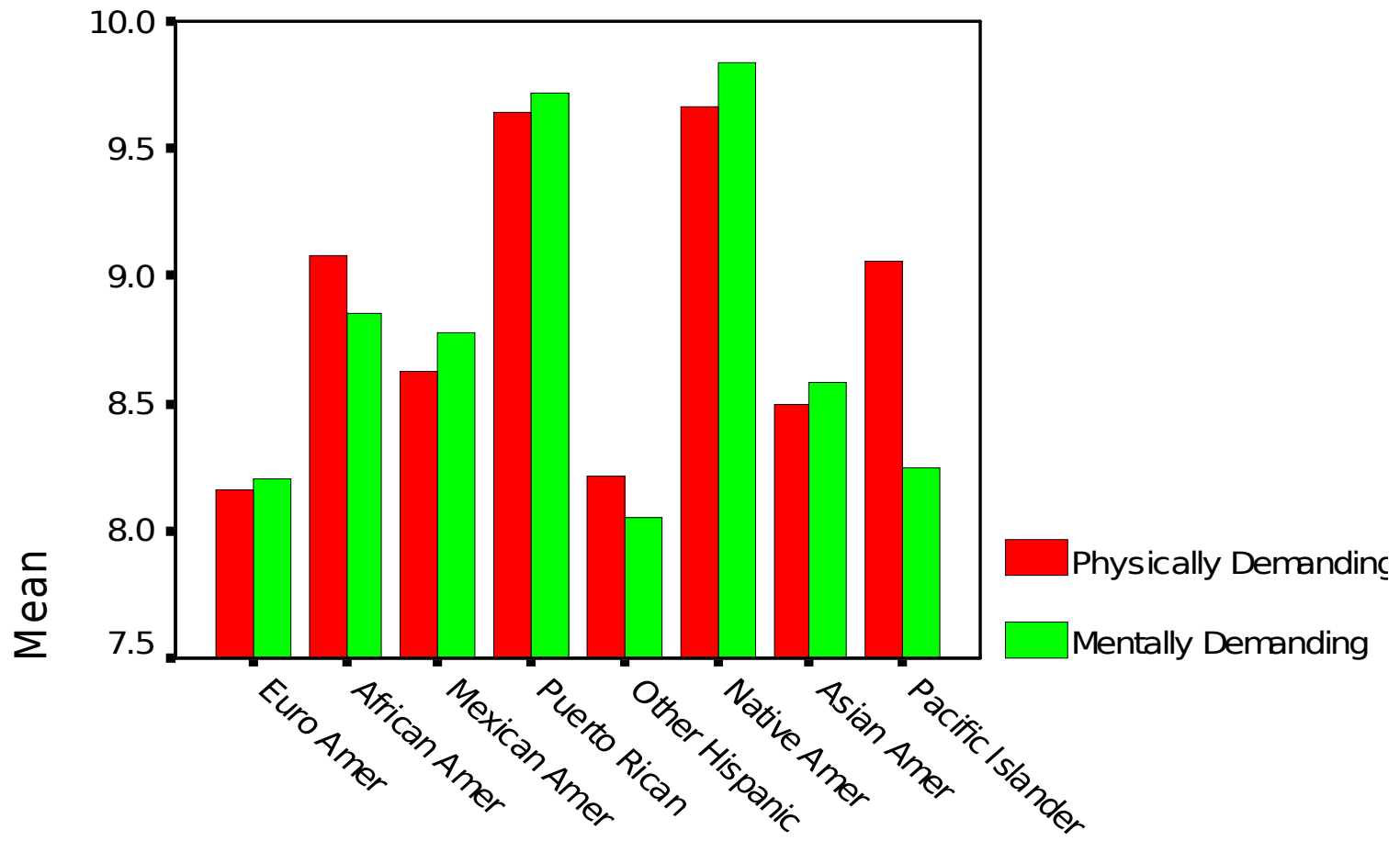
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Pre-LTC Survey Results

Puerto Ricans, Native and African-Americans

Thought that LTC would be demanding

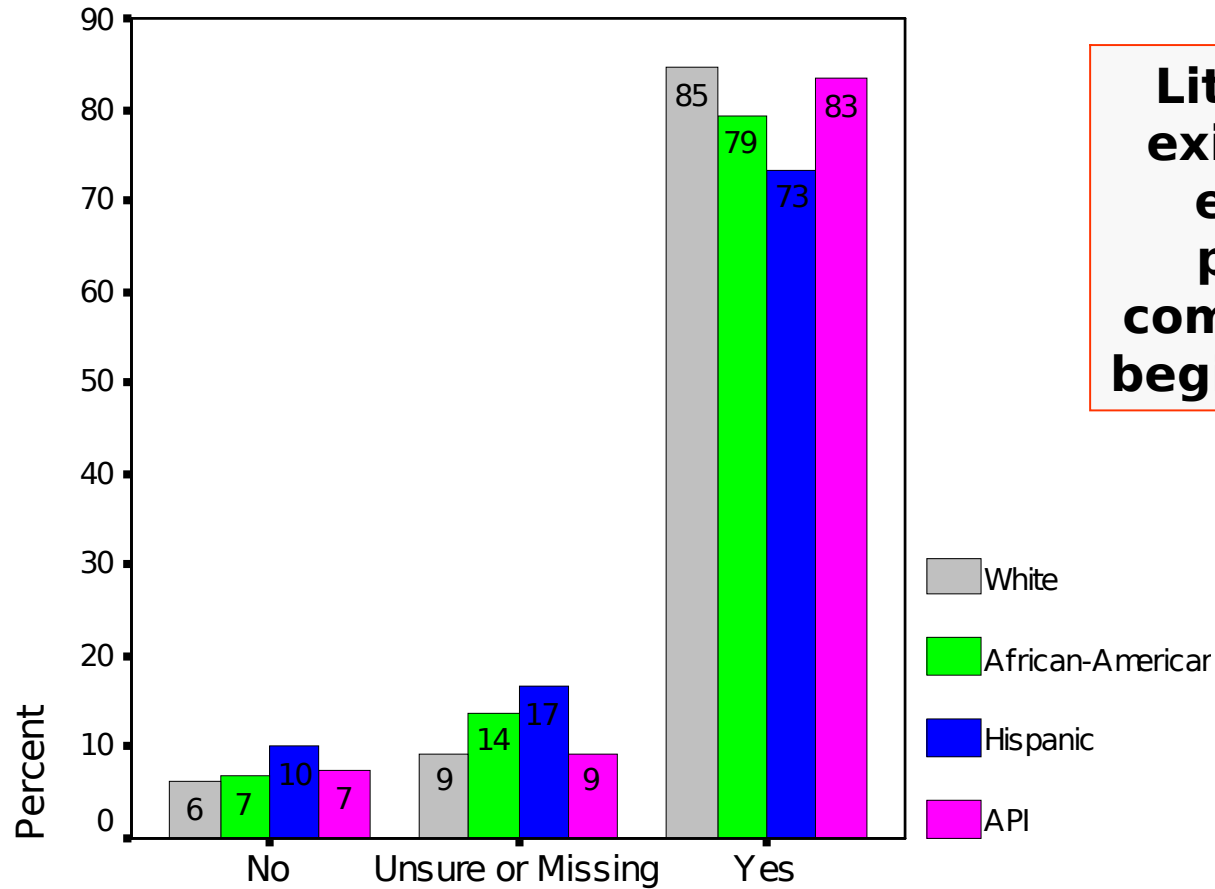


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Pre-LTC Survey Results

Pre-LTC Commissioning Likelihood



Little difference existed between ethnicities in prediction to commission at the beginning of camp.

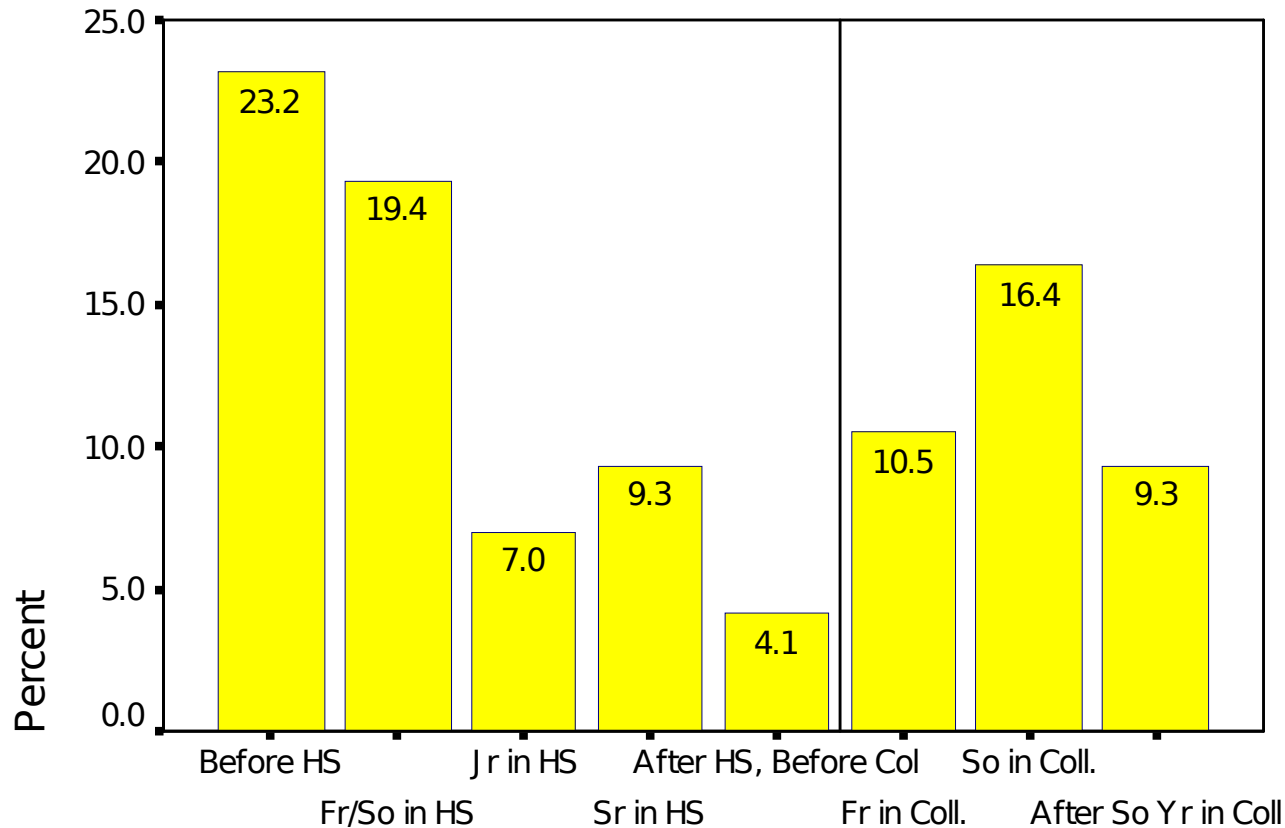


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Pre-LTC Survey Results

Majority of Cadets Found Out About Army ROTC Before College



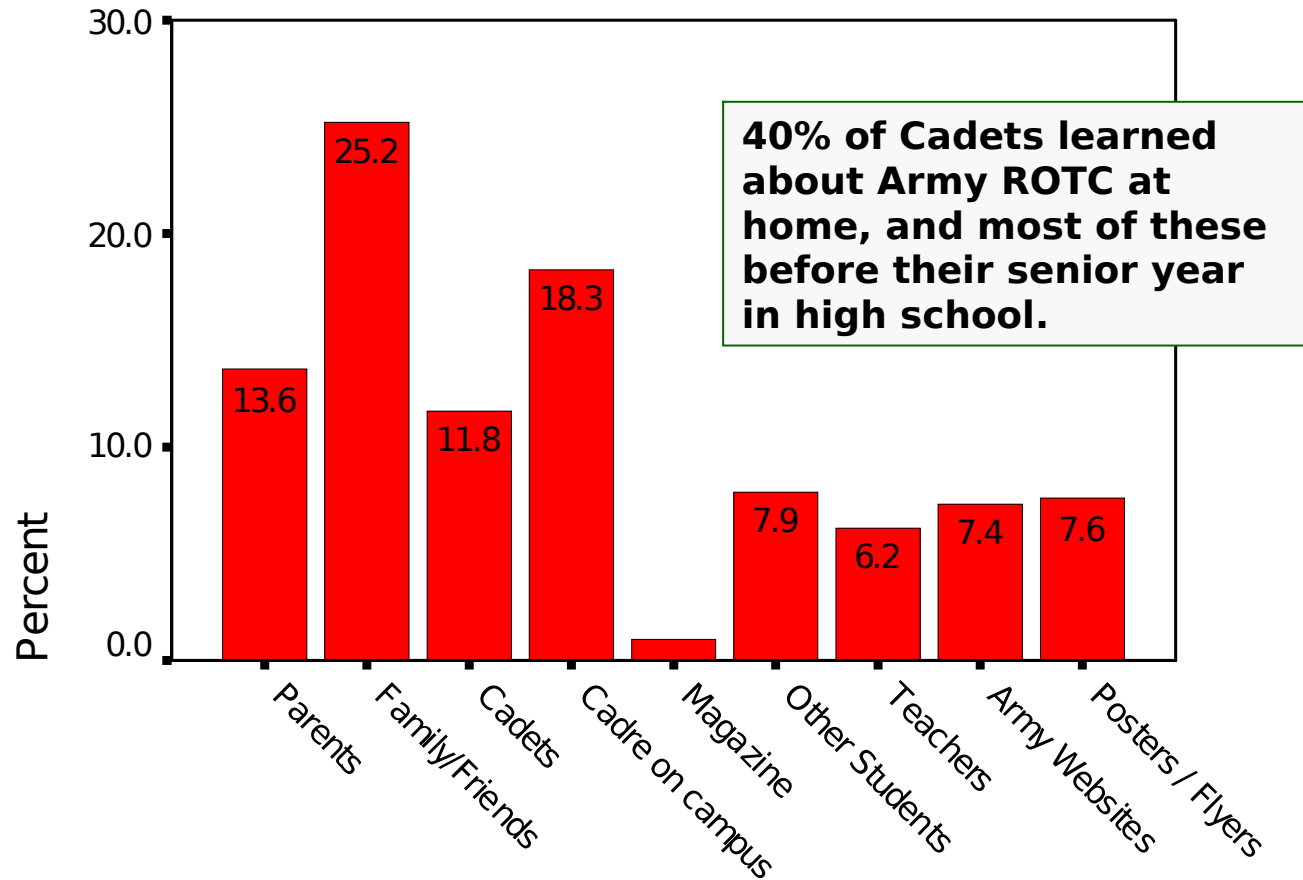
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Pre-LTC Survey Results

Parents, Other Family Members and Friends

Were the Primary Sources of AROTC Info

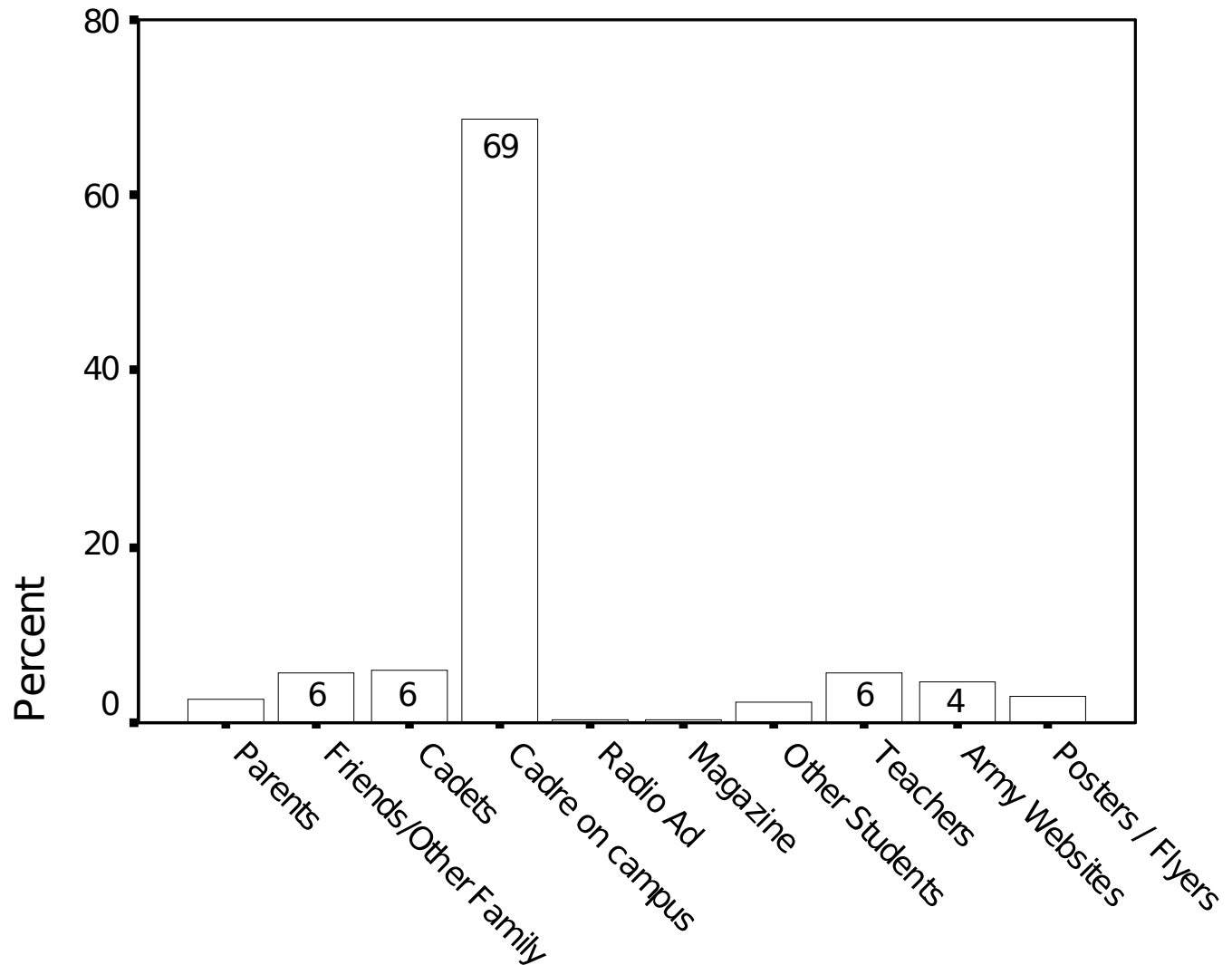


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Pre-LTC Survey Results

How Cadets Learned About LTC

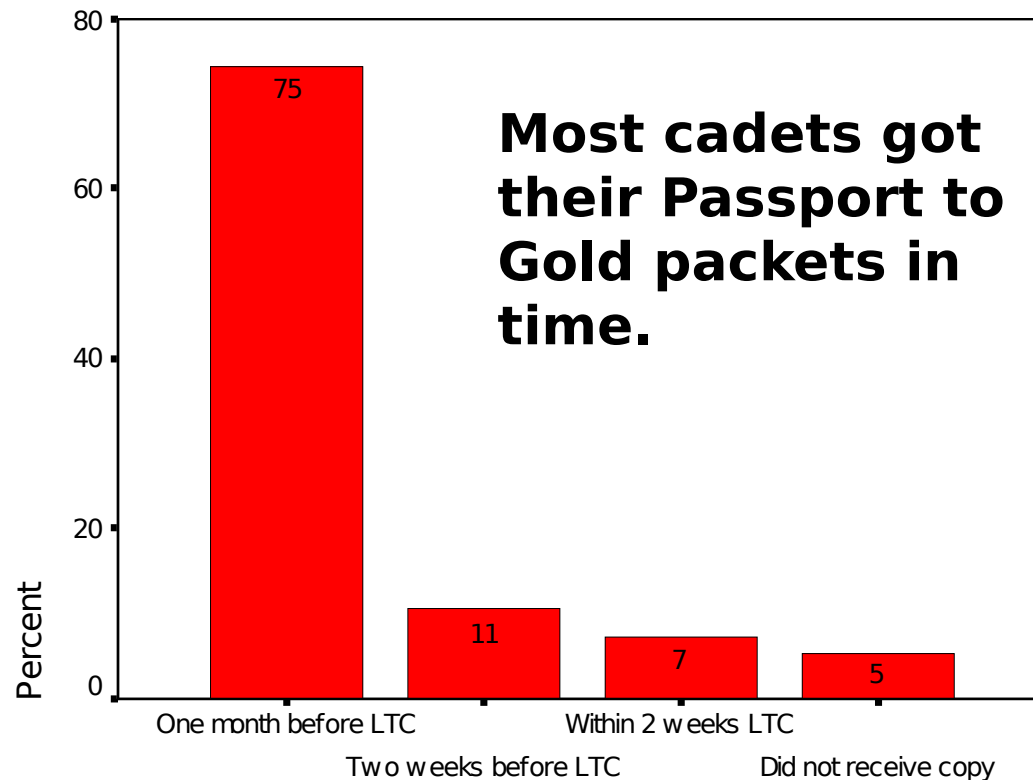


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Pre-LTC Survey Results

When Cadets Got Their Passport to Gold



Timing in receiving the passport did not impact strongly the cadet's perception of the quality of their cadre preparation prior to camp.



		Cadre preparation good									
		Strongly Disagree	2	3	4	5	6	7	8	9	Strongly Agree
Passport to Gold	One month before LTC	31	20	28	37	71	57	64	84	108	143
	Two weeks before LTC	8	6	6	4	13	7	11	11	9	17
	Within 2 weeks of LTC	9		7	4	6	7	8	9	6	8
	Did not receive copy	2	2	3		6	10	2	6	9	6



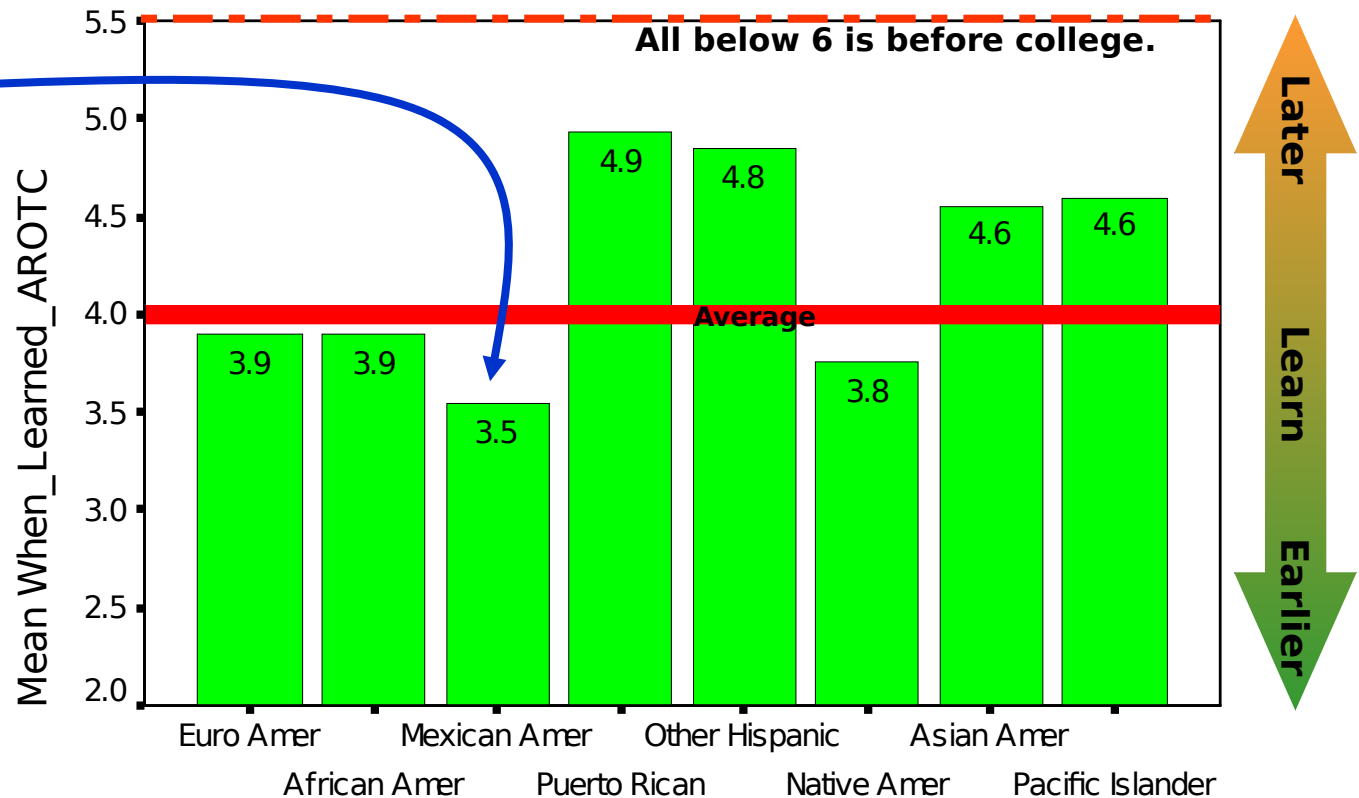
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Pre-LTC Survey Results

Whites, African-Americans and Mexican Americans Learned About ROTC Earlier

- **Unexpected finding.**
- **Mexican Americans are least likely as a group to have military information through family background.**
- **Findings may indicate that only those who learn early make it to LTC.**



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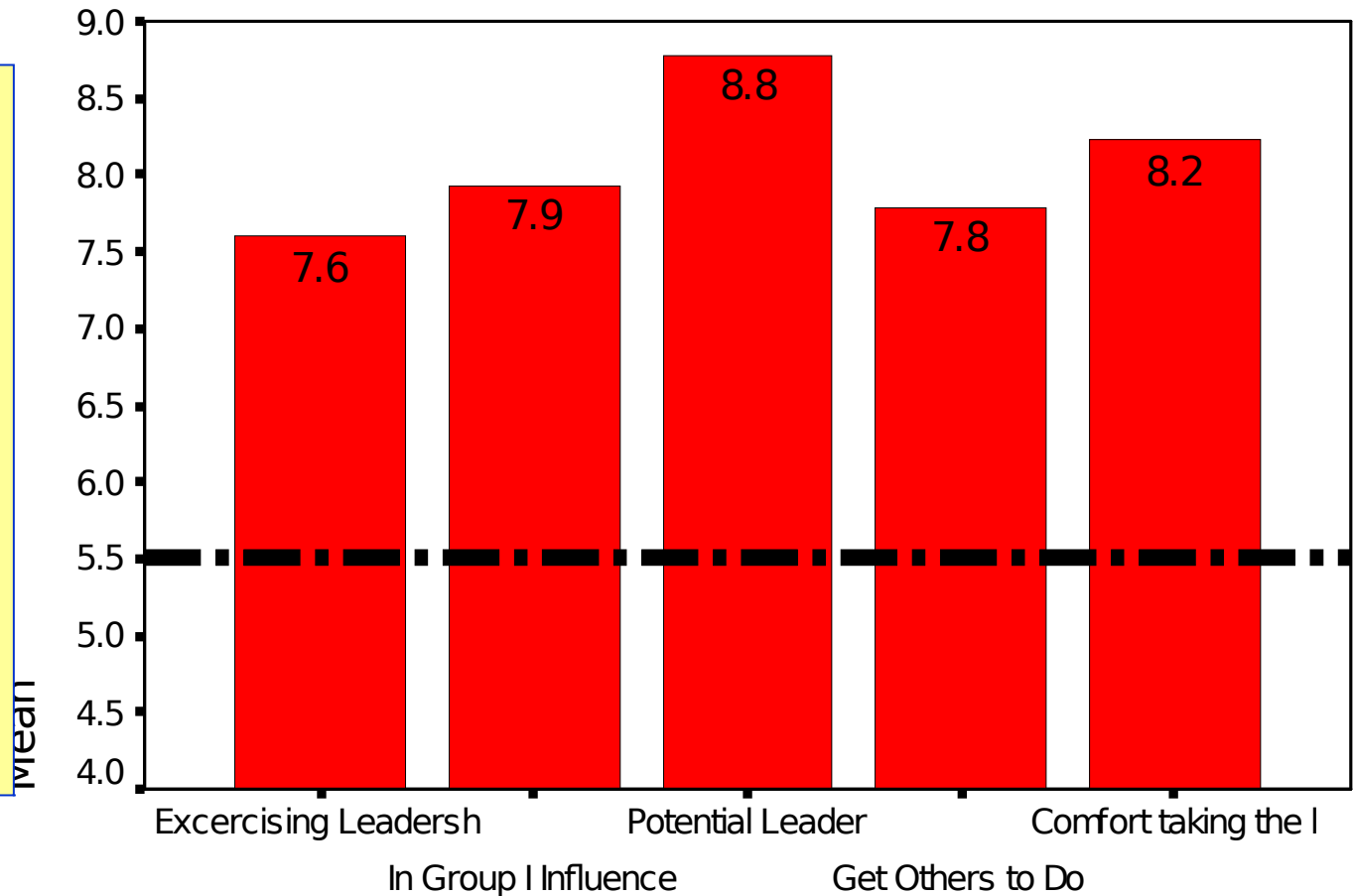


Pre-LTC Survey Results

Cadets Considered Themselves Leaders

But Saw More Potential in Leadership

- Cadets had a high opinion of their existing leadership capabilities.
- However, they did not see themselves exercising fully their leadership on campus.
- Cadets believed that they had unrealized leadership potential.



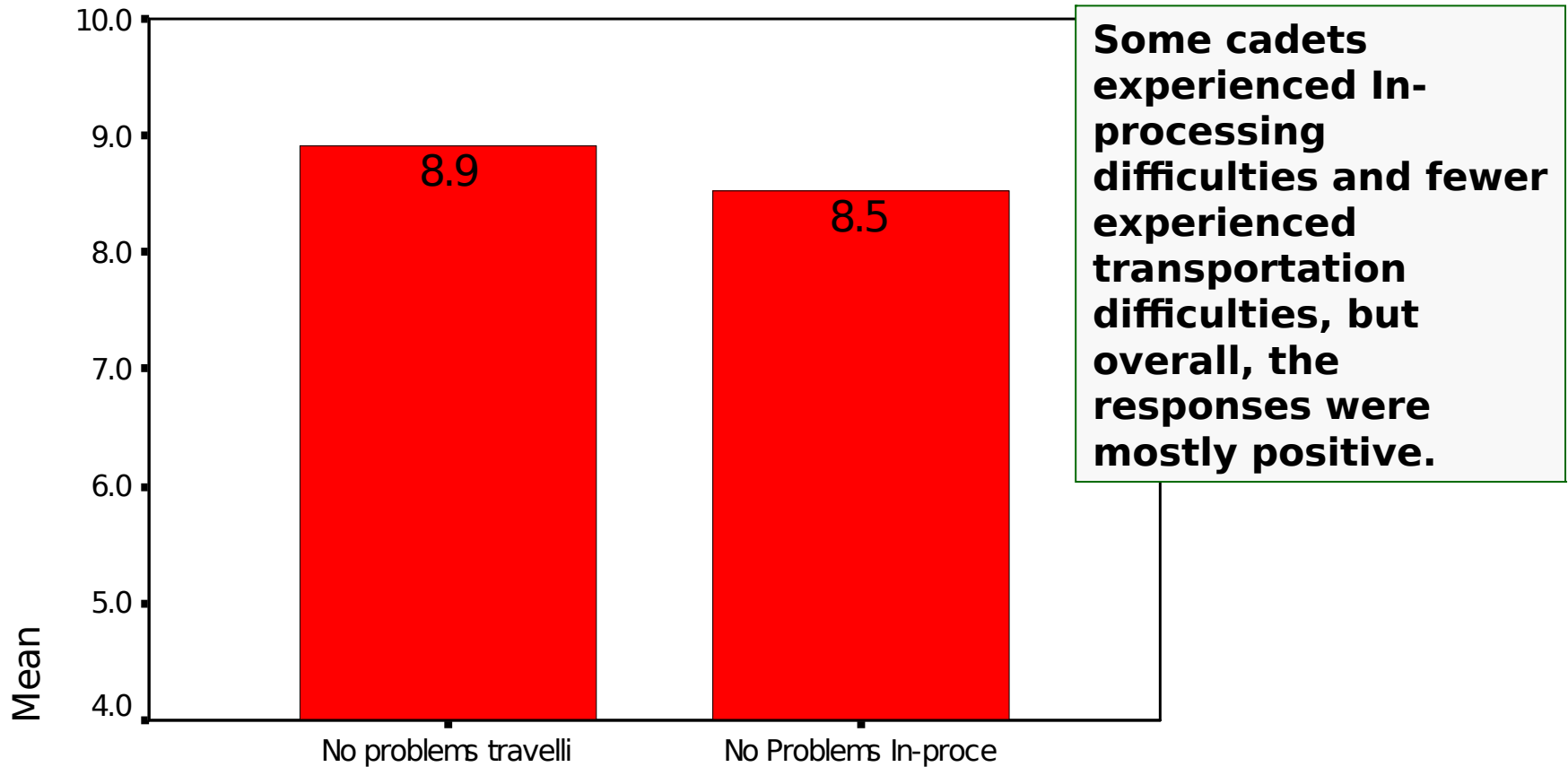
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Pre-LTC Survey Results

On Average, Cadets Did Not Have

Problems Travelling or In-Processing



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Pre-LTC Survey Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.073^a	.005	.001	.591

a. Predictors: (Constant), Exp_Mentally Demanding, Exp_Fun, Exp_Physically Demanding, Exp_Exciting

Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	1.661	.099		16.767	.000
	Exp_Exciting	3.647E-02	.022	.119	1.687	.092
	Exp_Fun	9.401E-03	.019	-.032	-.483	.629
	Exp_Physically Demanding	9.481E-03	.017	-.034	-.543	.587
	Exp_Mentally Demanding	9.875E-03	.018	-.035	-.555	.579

a. Dependent Variable: Precommissioning Likelihood

Cadets' early perceptions and expectations did not impact their belief that they would commission upon arrival to LTC.

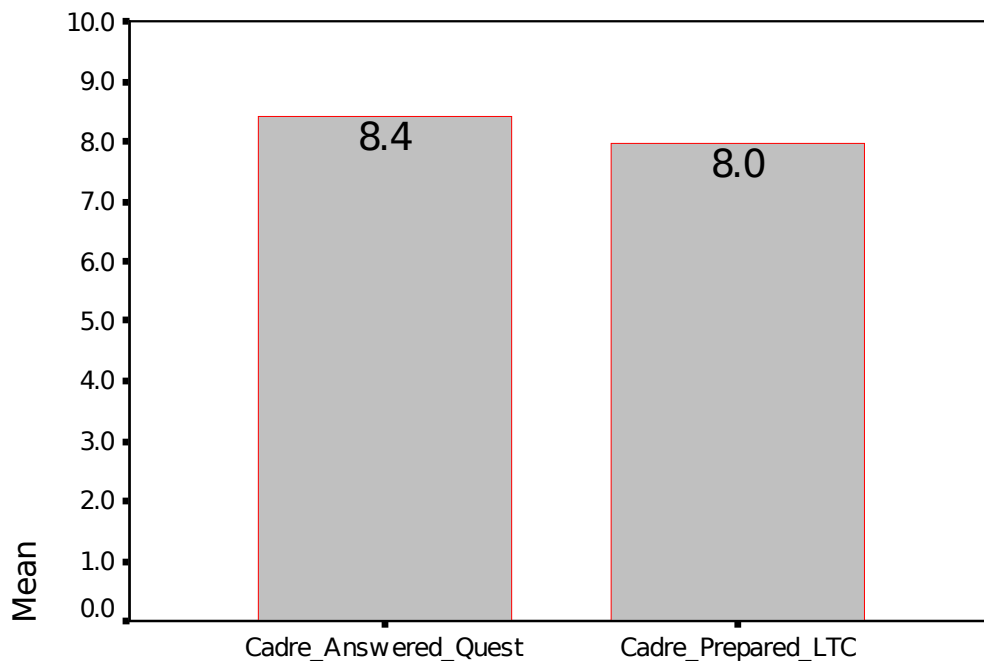


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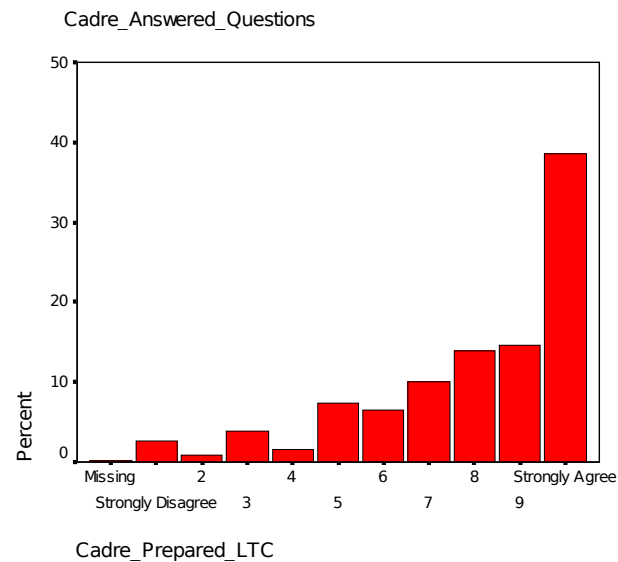
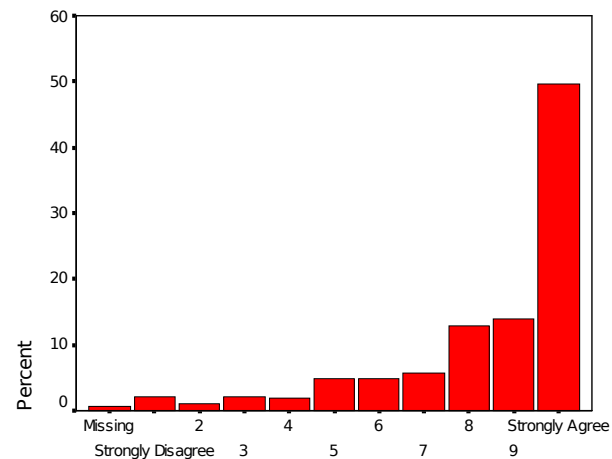


Pre-LTC Survey Results

Generally, Cadets Reported That
Cadre Prepared Them Well for LTC



More agreement that Cadre answered questions than prepared the cadets, but both were generally positive.

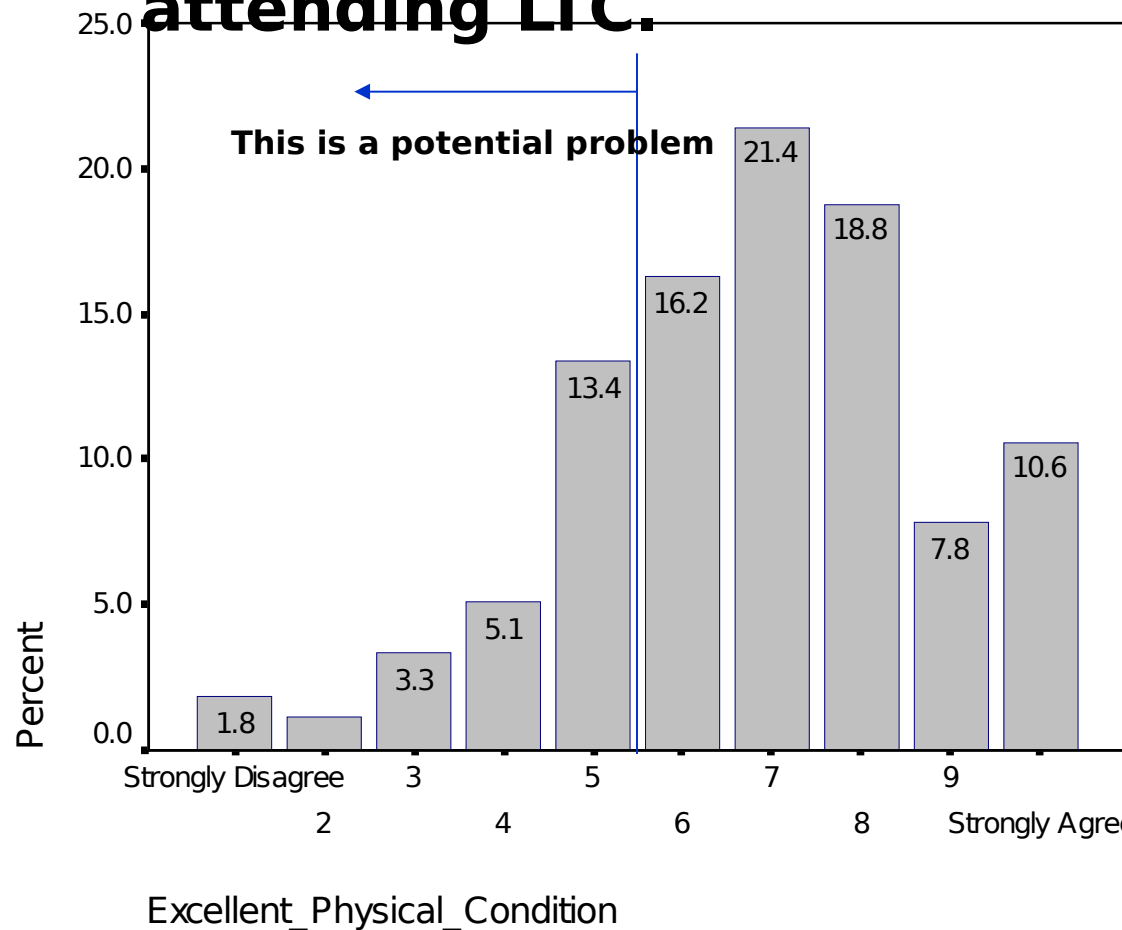


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Pre-LTC Survey Results

Cadets were not convinced that they were in excellent physical condition before attending LTC.



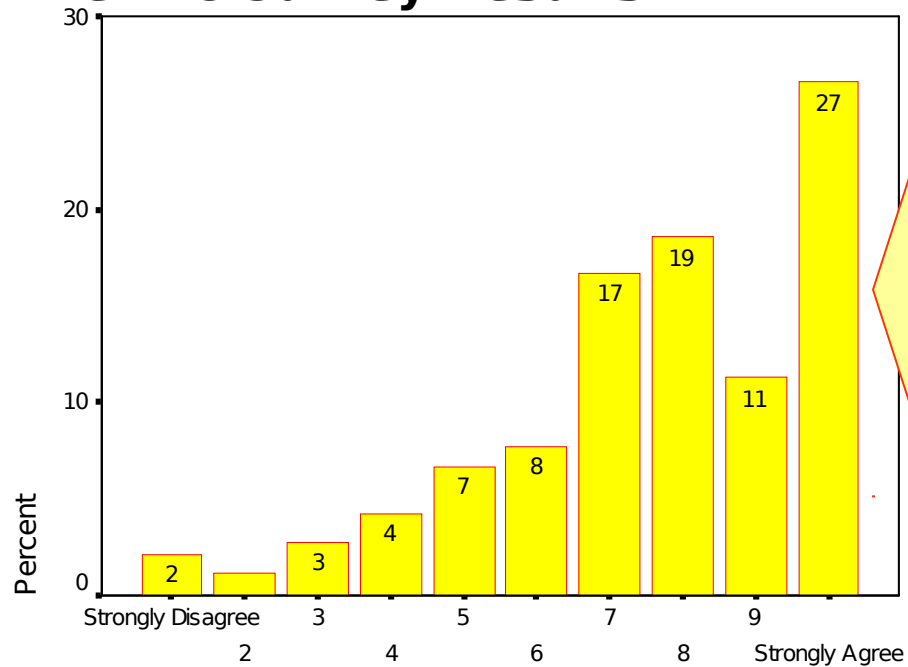
- Perceptions of physical condition were unacceptably low.
- Low conditioning prior to camp historically resulted in lower completions and commissioning rates.
- Among cadets completing only the pre-camp survey, scores for physical conditioning were lower yet.
- Cadets self-scoring below 9 may not fit the SAL profile.



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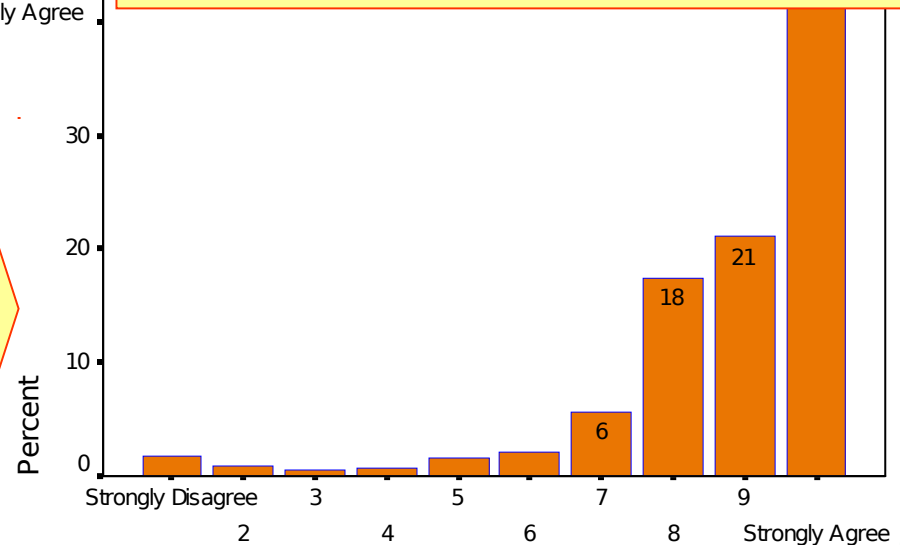
Pre-LTC Survey Results



- Perceptions of exercising leadership at college were high.
- Those indicating a lower score are not necessarily indicating a low perception of leadership potential, but are simply indicating that their potential has not been reached.

Exercising Leadership Potential at College

- The scale at right is the cadets' evaluation of their leadership potential.
- Note the increase over exercising of potential above.



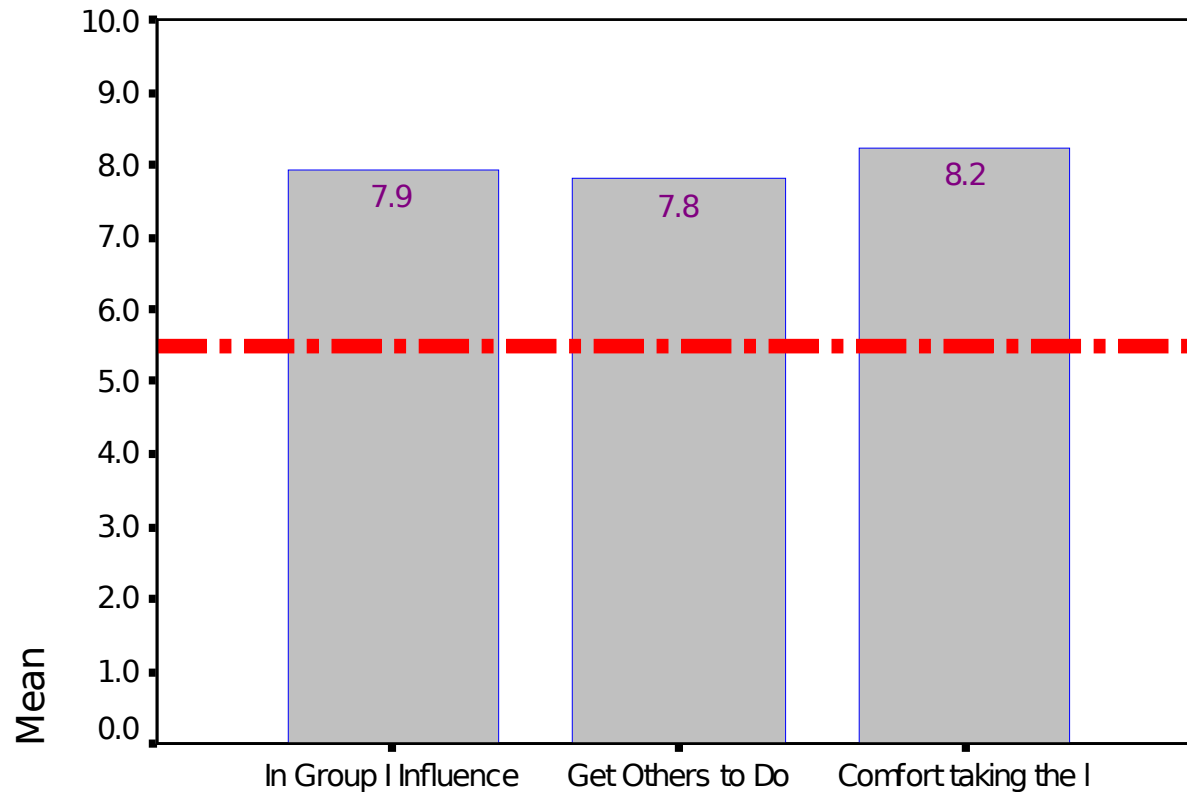
Potential Leader

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Pre-LTC Survey Results

Cadets See Themselves As Influencers
and Leaders in Group Situations



- **Supports the SAL profile.**
- **Areas questioned included:**
 - 1) In groups I influence others by my actions.**
 - 2) In a group, I can get others to do what I want.**
 - 3) I am comfortable in taking the lead role in group activities.**

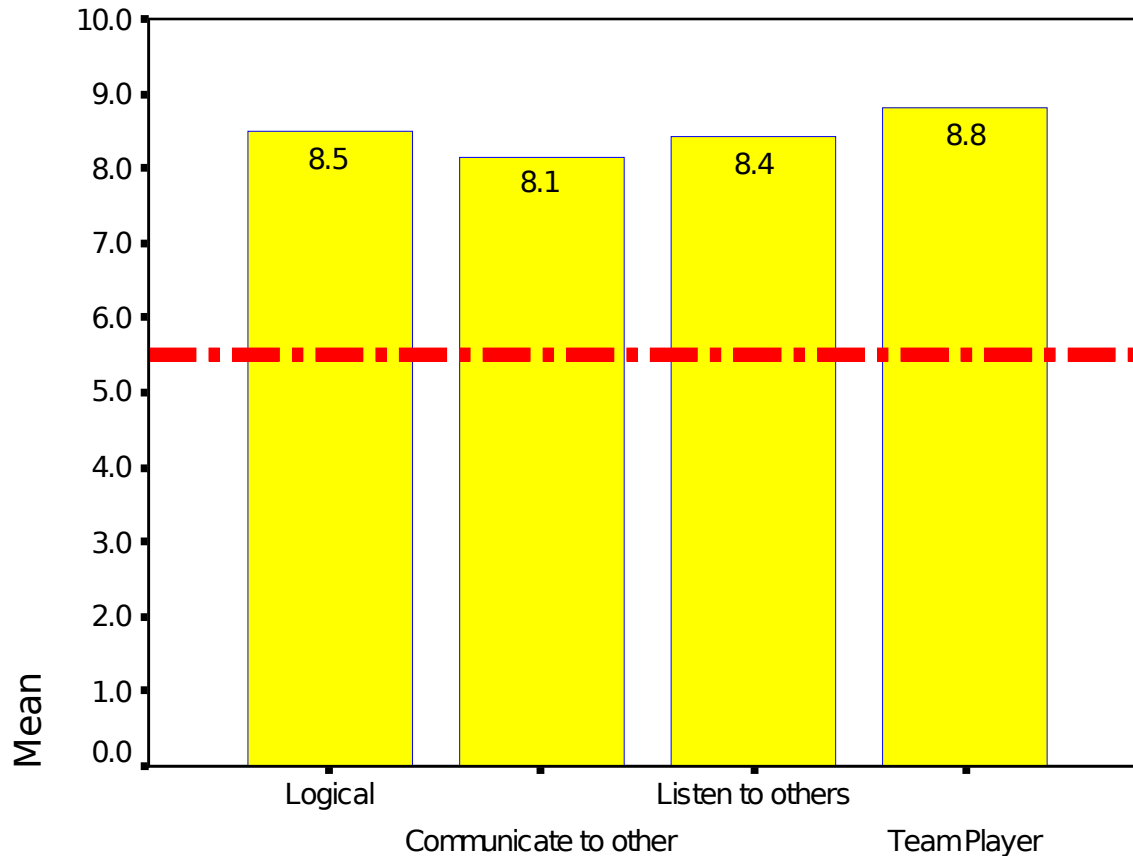


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Pre-LTC Survey Results

Self-Perceptions Ran High



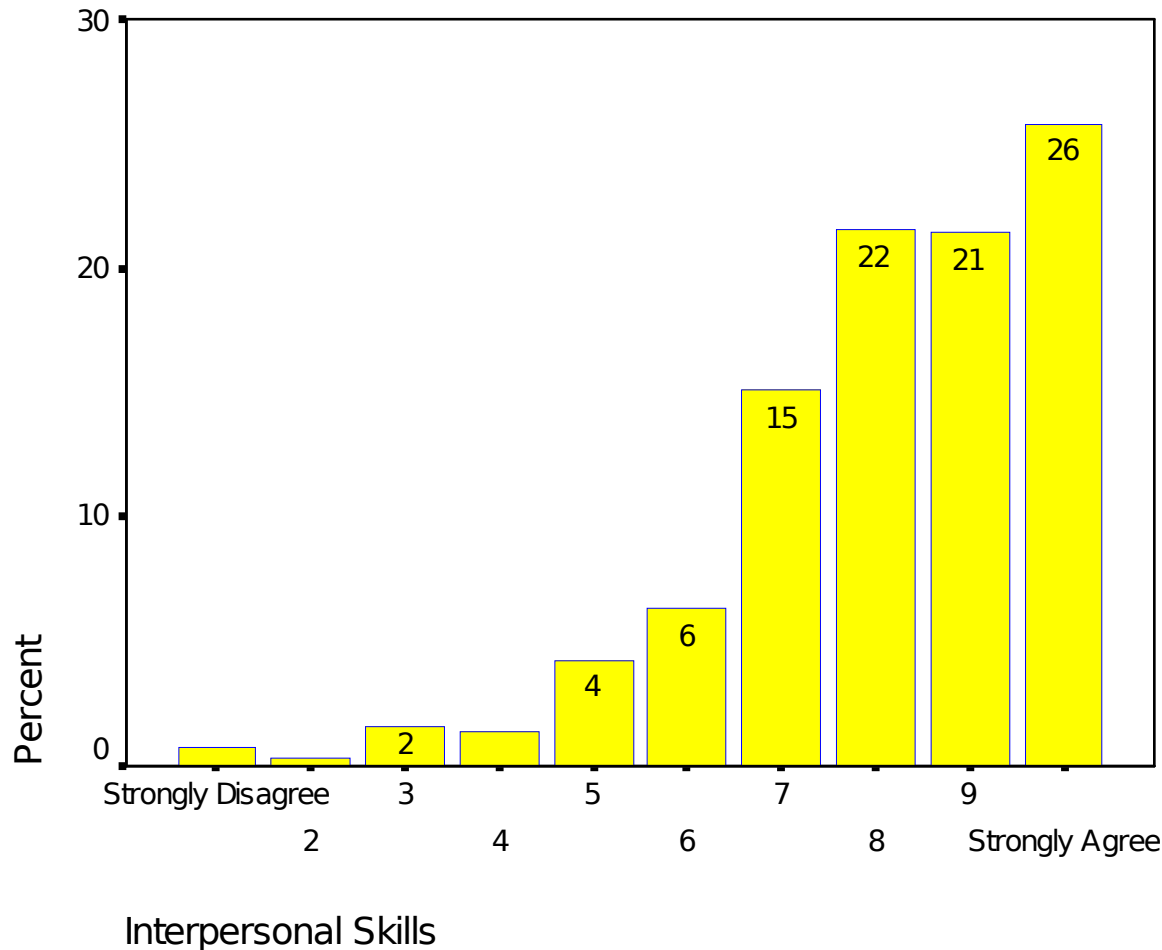
- **Areas questioned included:**
 - 1) Works out problems logically.**
 - 2) Communicates to others well.**
 - 3) Listens to others and follows directions closely.**
 - 4) Works well in a team environment.**



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Pre-LTC Survey Results



- **Interpersonal Skills were not universally identified as excellent.**
- **This was very slightly inconsistent with the scores of being a team player and influencing others.**

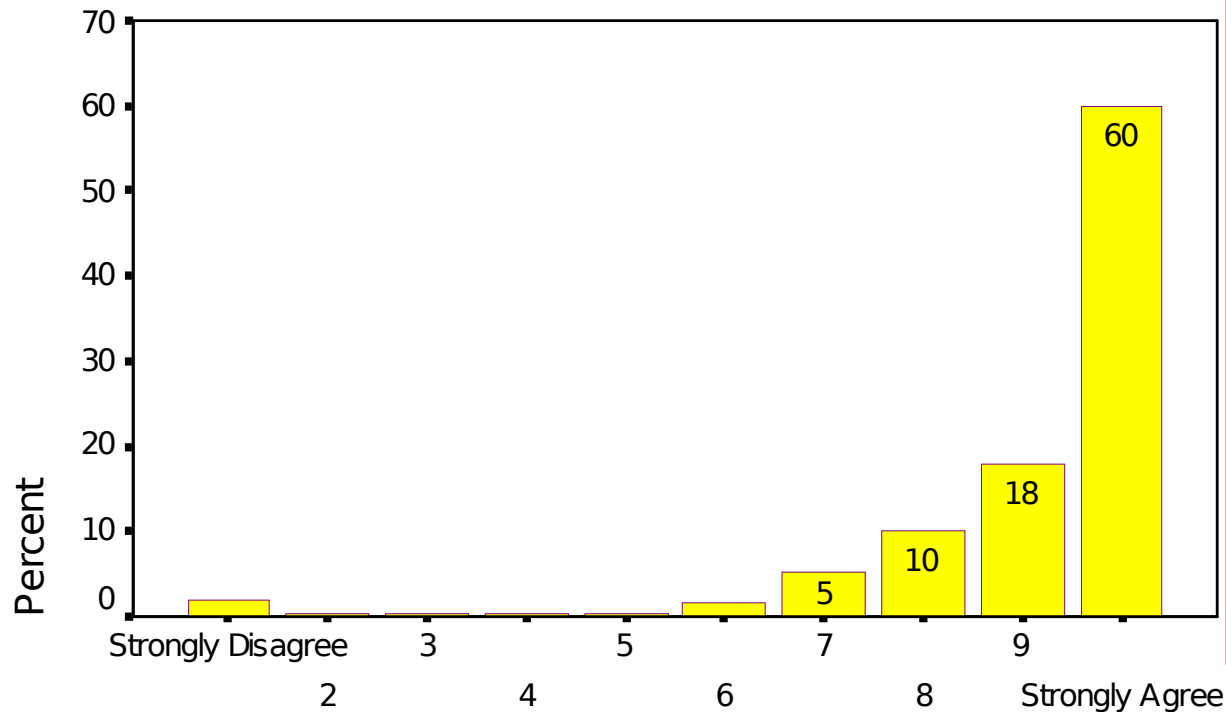


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Pre-LTC Survey Results

Expectations of Learning "A Great Deal"
at LTC Were Very High



- **Expectations of learning were very high.**
- **Testing fulfillment of expectations and impact on the decision to continue in Army ROTC to commission follows.**

Learn a great deal at LTC



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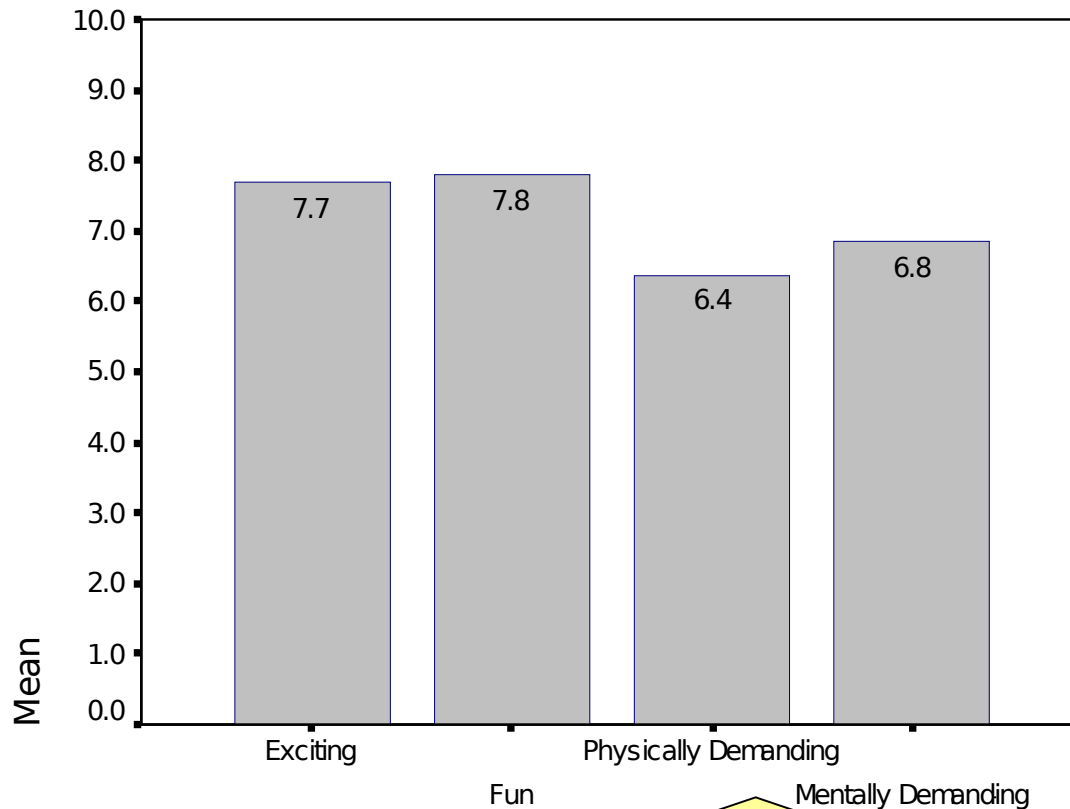


Pre-LTC Survey Summary

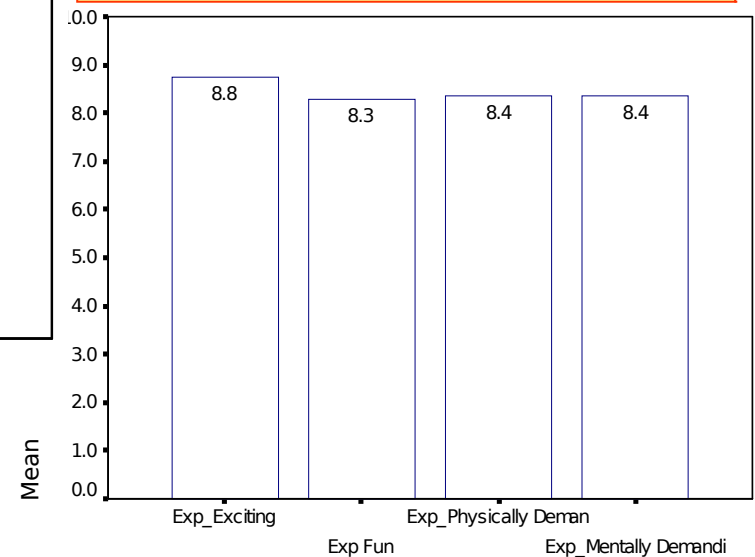
- ★ Cadets had high expectations of their LTC experience.**
- ★ Cadets saw themselves as potential leaders, but not completely fulfilling their potential currently.**
- ★ Cadets who did not complete the final survey (likely did not complete camp) indicated:**
 - ➡ They did not see themselves as physically well-conditioned as cadets who did complete.**
 - They indicated that they would continue to commission slightly higher than those who remained.**
 - Thus, pre-camp decisions to contract may not always be the best indicators of cadets' final decisions.**



Post-LTC Cadet Evaluations



- **Cadet expectations of excitement, fun, physical demanding and mentally demanding were not entirely met.**
- **No information on those not completing LTC is available.**



Final evaluation was from half a point to two points lower than expectations from the same cadets at the beginning of camp.

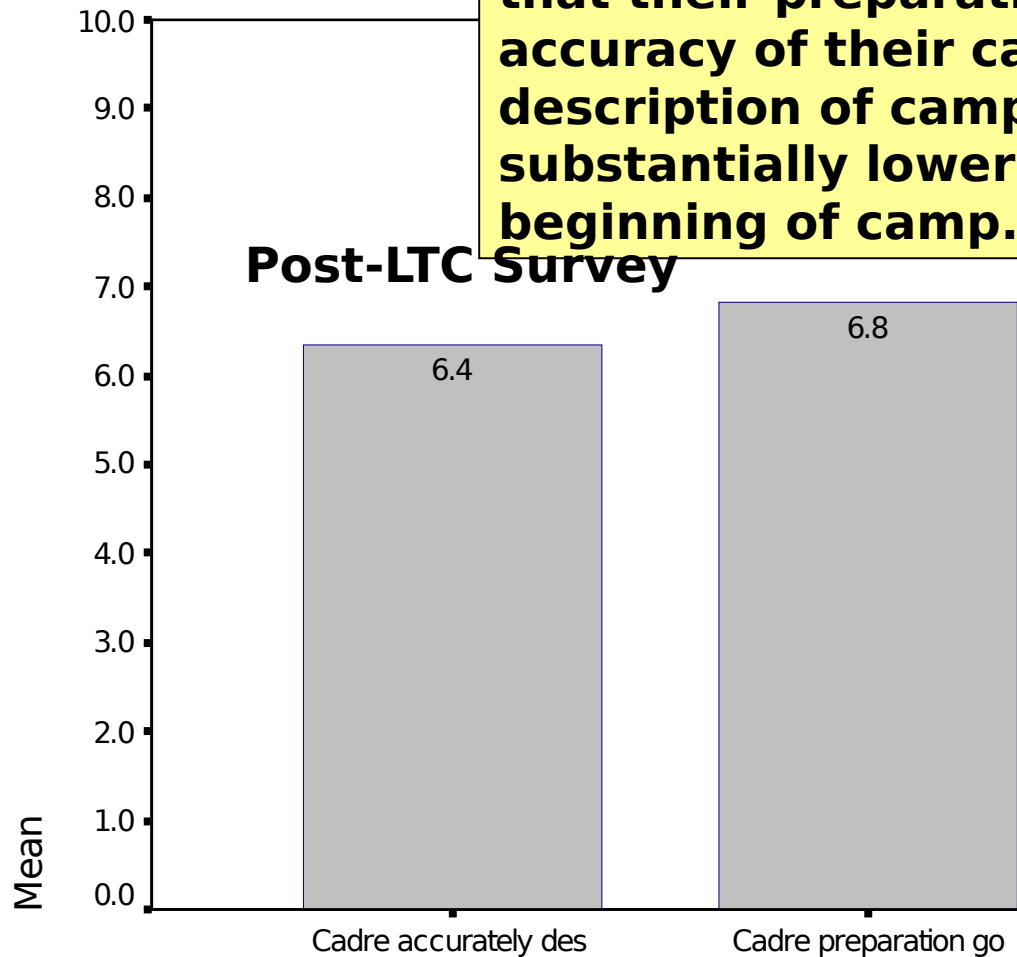


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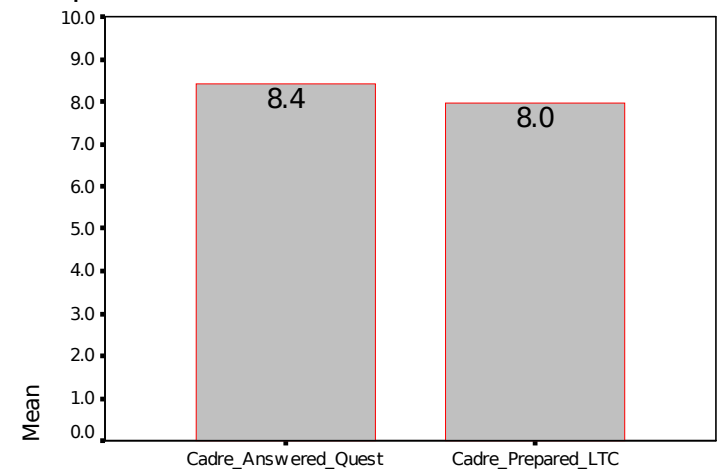


On reflection, cadets decided that their preparations and the accuracy of their cadre's description of camp were both substantially lower than at the beginning of camp.

Post-LTC Survey

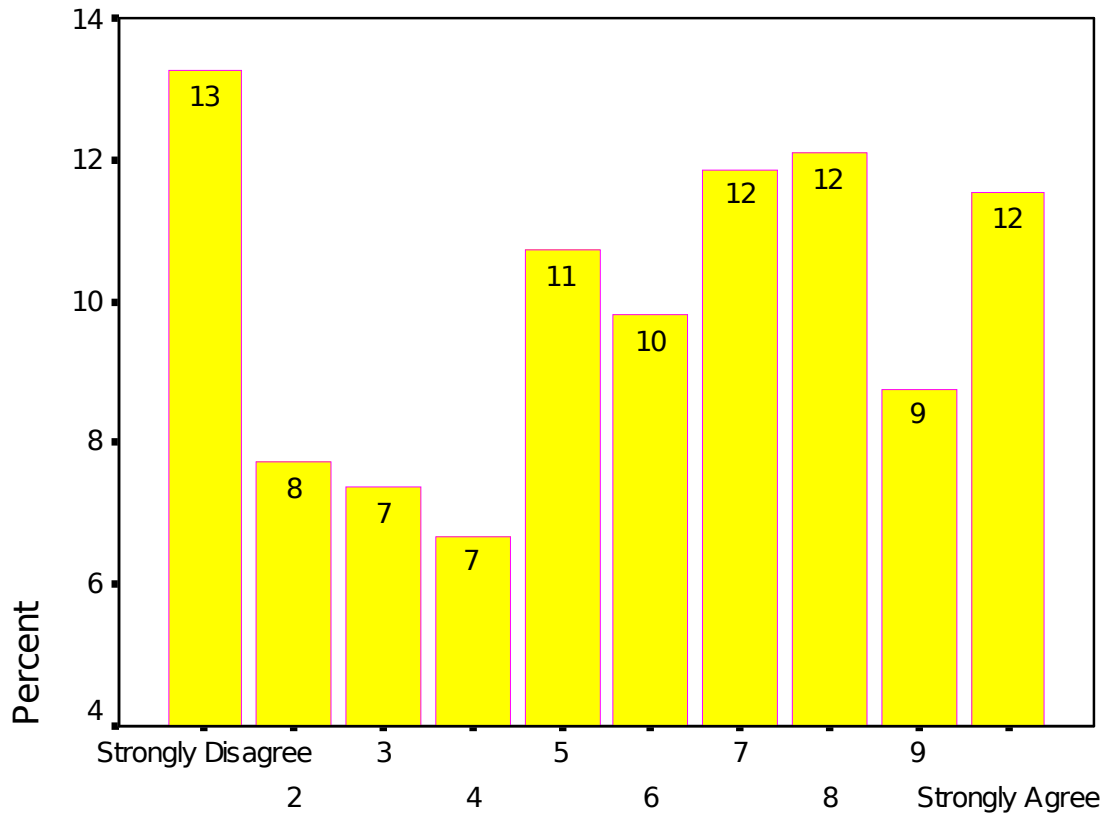


Generally, Cadets Reported That Cadre Prepared Them Well for LTC



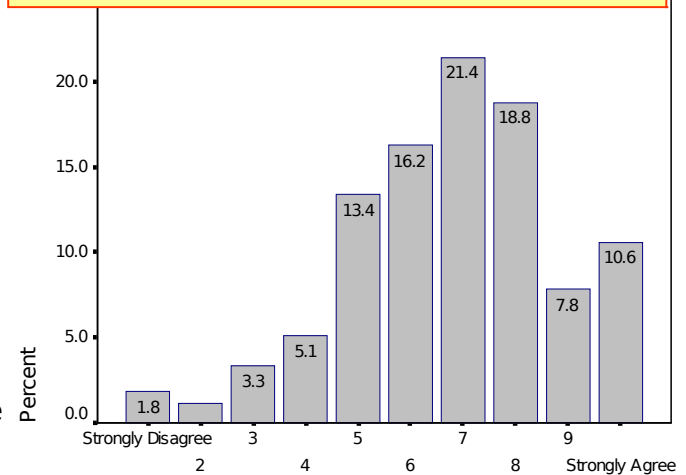
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Physical Conditioning Improved

- Cadets did not see their physical conditioning as improving significantly.
- No information on those not completing LTC is available.



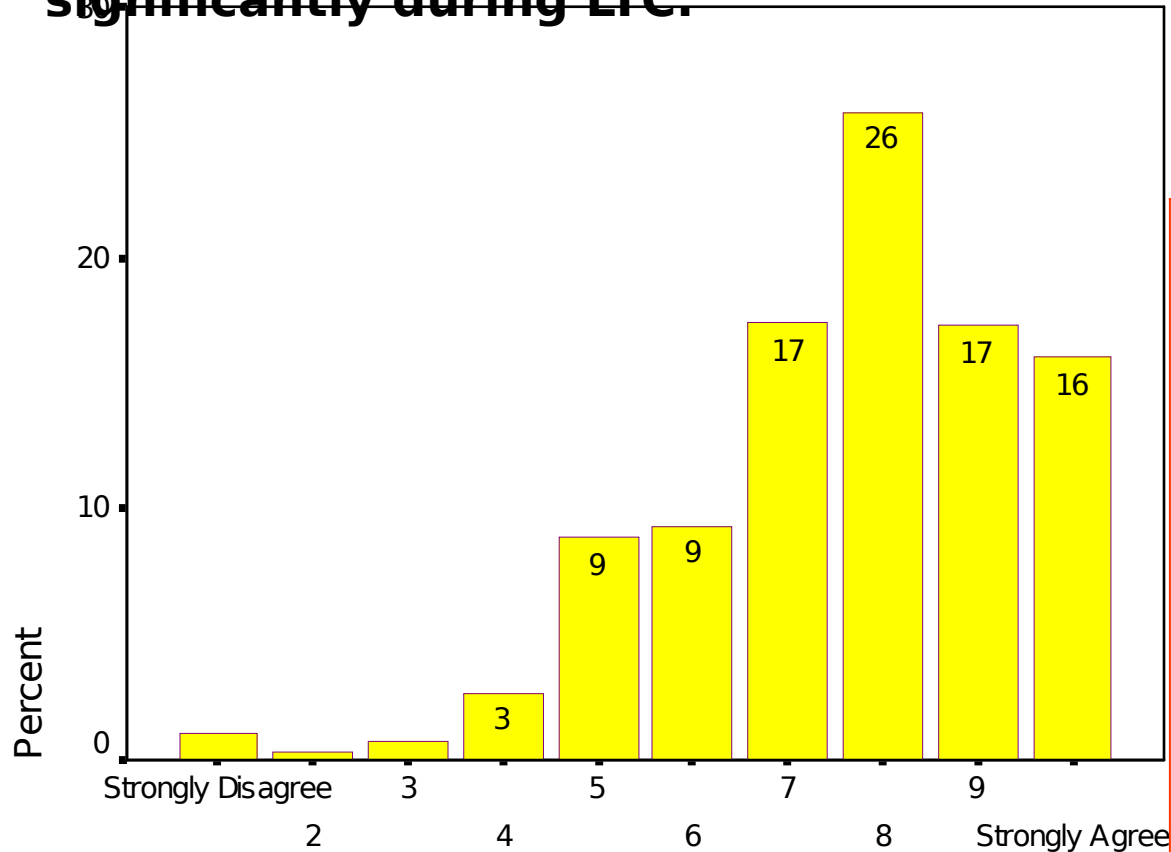
Excellent_Physical_Condition

Mild negative relationship between those who considered themselves in good physical condition initially and those who indicated improvement suggests that those who needed physical conditioning most may have gotten some. ($r^2 = -.110$ @ $p=.001$)

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76% of cadets believed that their ability to influence others through their own actions increased significantly during LTC.



Better Able to Influence Others

Leading by Example

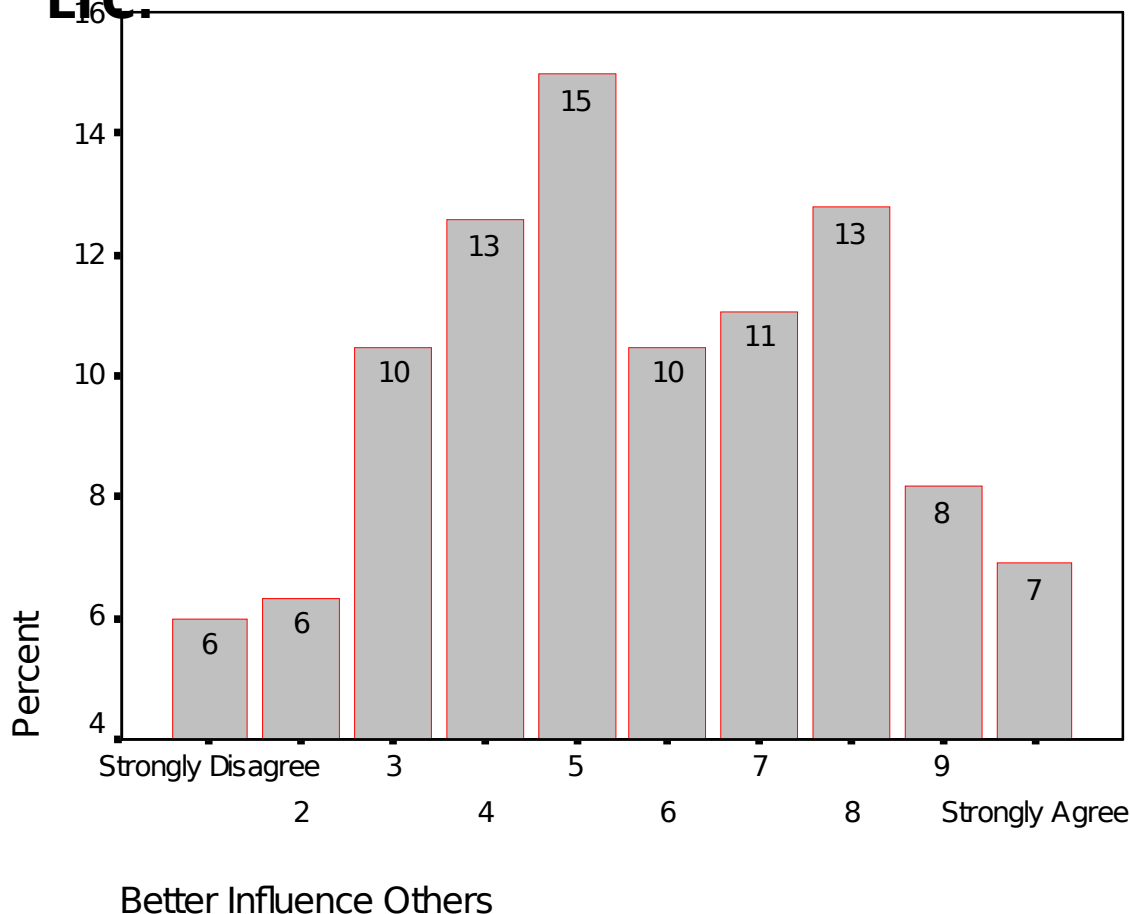
- Cadets saw marked improvement on their ability to influence others through their own actions.
- Cadets believed that their ability to influence others increased.



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50% of cadets believed that their ability to influence others increased by more than 50% during the course of LTC.



Leading by Persuasion

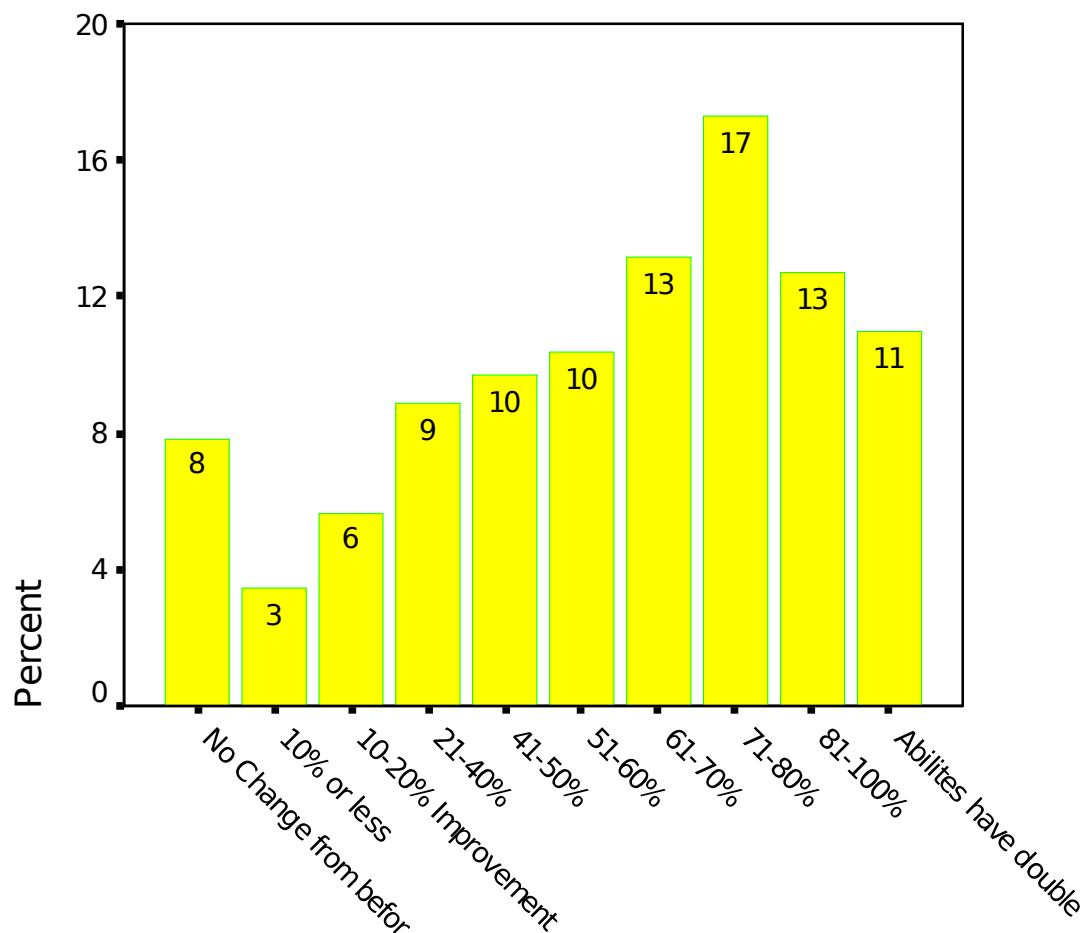
- **Cadets saw marked improvement on their ability to influence others.**
- **The rating scale used was:**
 - **1 = No Change**
 - **2 = 10% or less improvement**
 - **3 = 10-20% improvement**
 - **4 = 21-40% improvement**
 - **5 = 41-50% improvement**
 - **6 = 51-60% improvement**
 - **7 = 61-70% improvement**
 - **8 = 71-80% improvement**
 - **9 = 81-100% improvement**
 - **10 = more than doubled**



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64% of cadets believed that comfort in taking a lead role increased by 50 or more percent during the course of LTC.



Taking the Lead Role

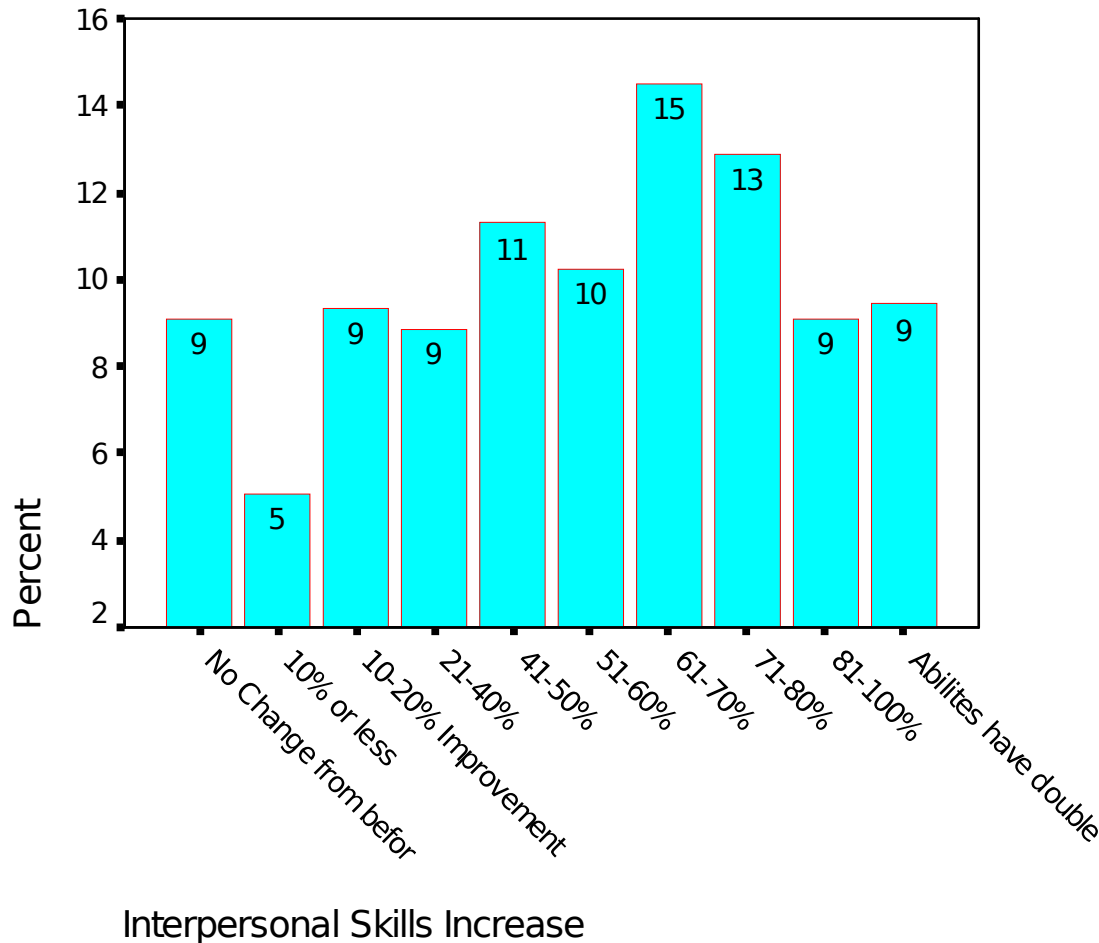
- **Cadets saw more improvement on their comfort in taking the lead role in a group.**
- **The rating scale used was:**
 - **1 = No Change**
 - **2 = 10% or less improvement**
 - **3 = 10-20% improvement**
 - **4 = 21-40% improvement**
 - **5 = 41-50% improvement**
 - **6 = 51-60% improvement**
 - **7 = 61-70% improvement**
 - **8 = 71-80% improvement**
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56% of cadets believed that their interpersonal skills increased by more than 50% during the course of LTC.



Interpersonal Skills

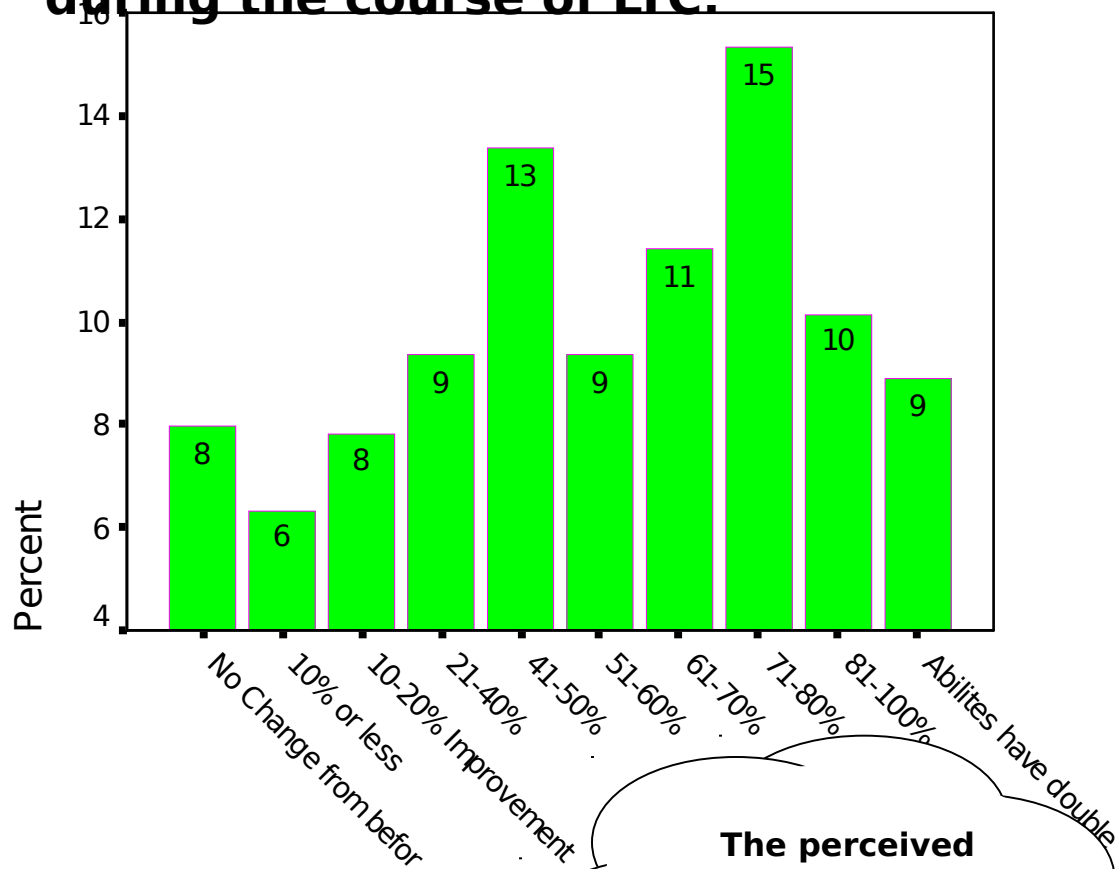
- **Cadets were less in agreement on the degree to which interpersonal skills were improved but most saw considerable improvement.**
- **Some interpersonal skill increases may be due to the POI, but much may be due to the environment at camp and the exposure to cadets from around the country.**



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54% of cadets believed that their ability to work through a problem logically increased by more than 50% during the course of LTC.



More Logical

The perceived increase in ability to work through a problem logically may be a selling point to colleges

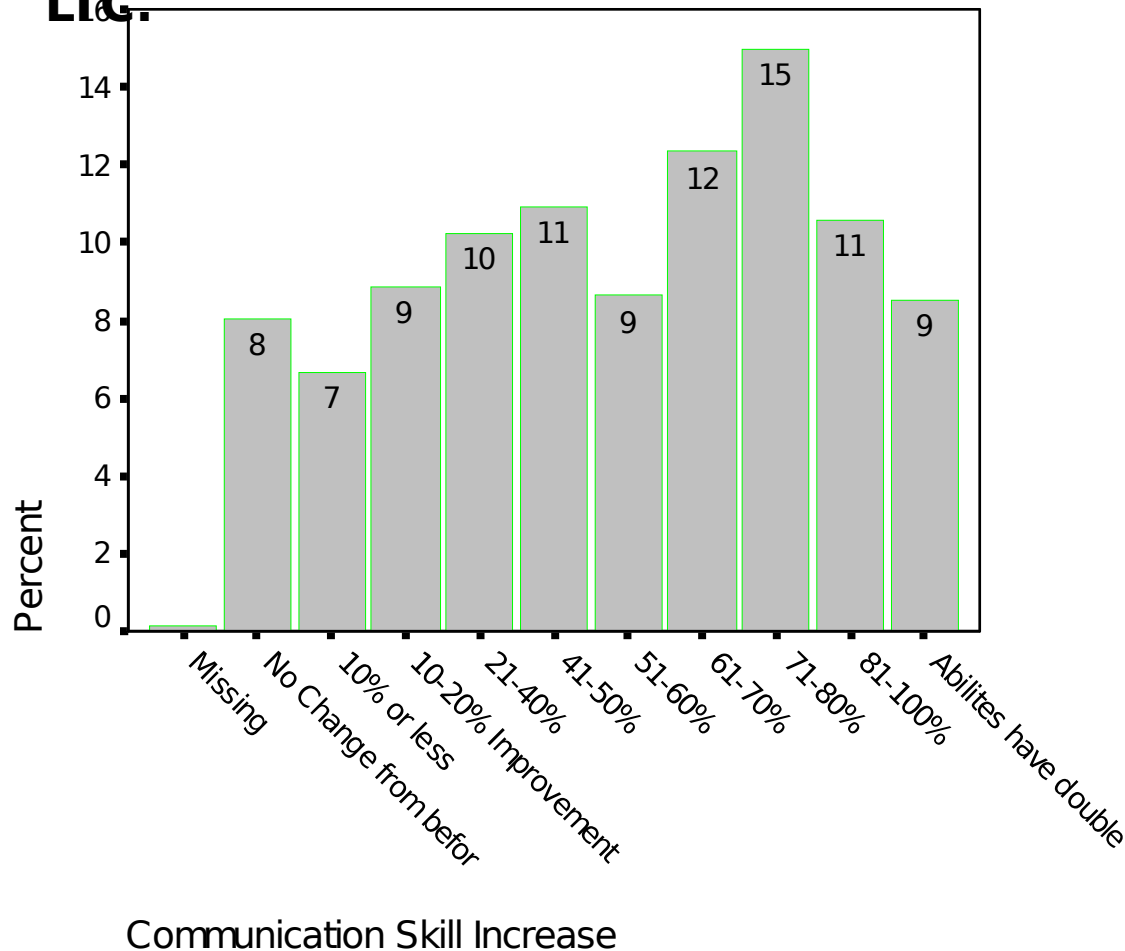
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Logic Skills

- Cadets perceived an increase in logical problem solving.
- Some interpersonal skill increases may be due to the POI, but much may be due to the environment at camp and the exposure to cadets from around the country.



56% of cadets believed that their ability to communicate increased by more than 50% during the course of LTC.



Communication Skills

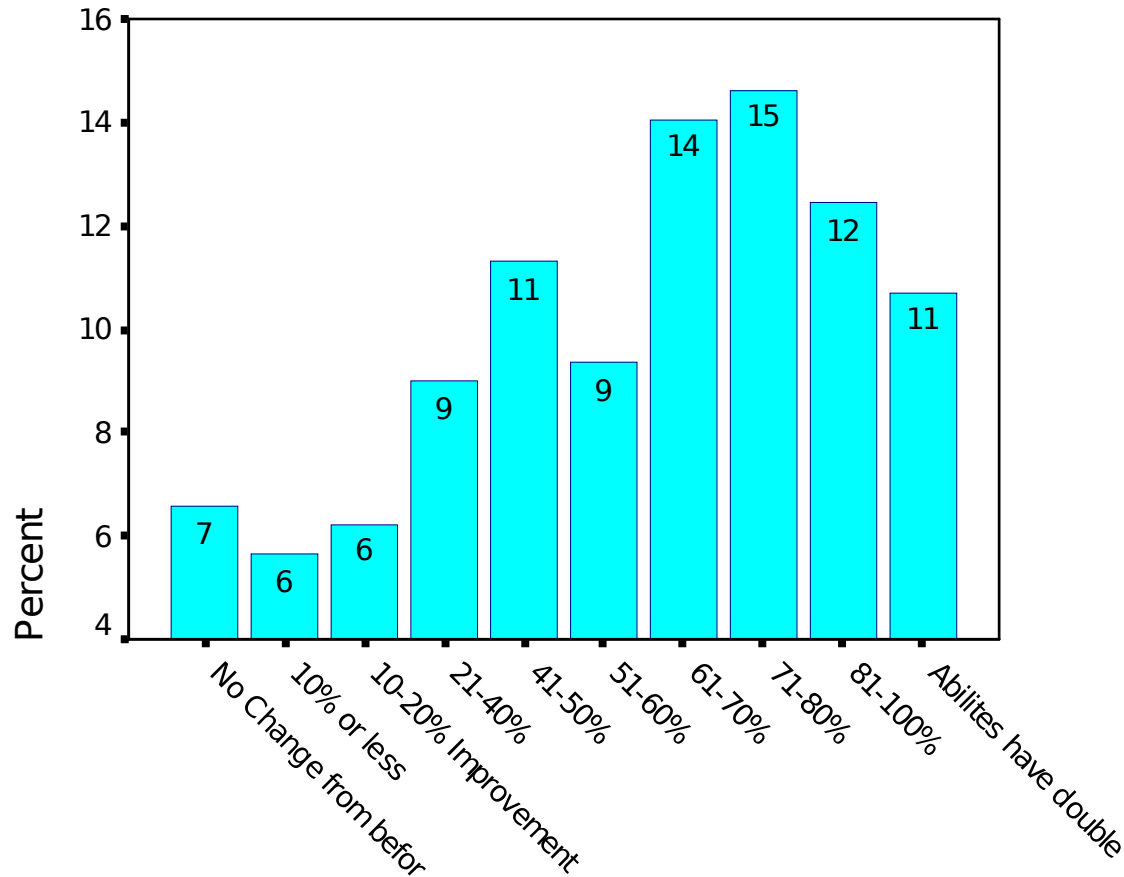
- Cadets perceived an amazing degree of increase in communications skills.
- Once again, the shared experience at LTC, the novel conditions to which cadets are exposed and the need to communicate with peers from diverse backgrounds may contribute as much as instruction.



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62% of cadets believed that their listening ability increased by more than 50% during the course of LTC.



Listening Skill Increased

Listening Skills

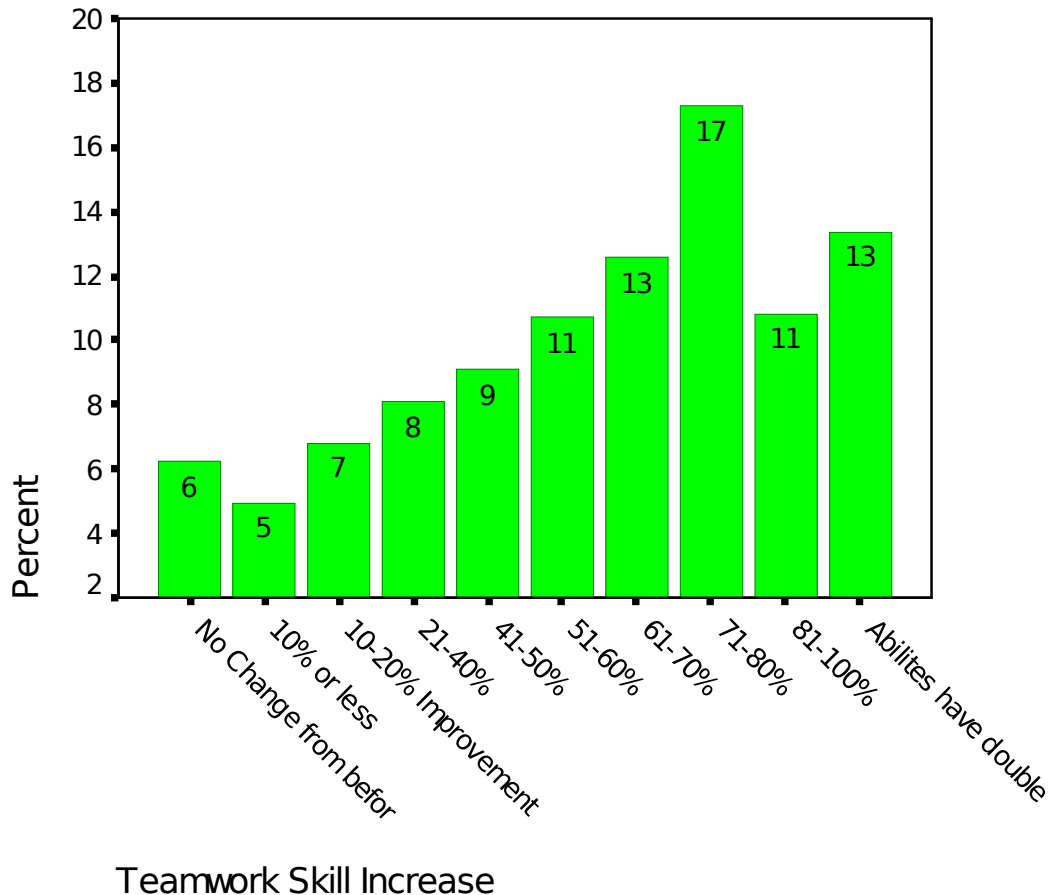
- As a subset of communications, cadets were asked to evaluate changes in listening ability.
- They perceived a very significant increase in listening.



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65% of cadets believed that their teamwork skills increased by more than 50% during the course of LTC.



Teamwork Skills

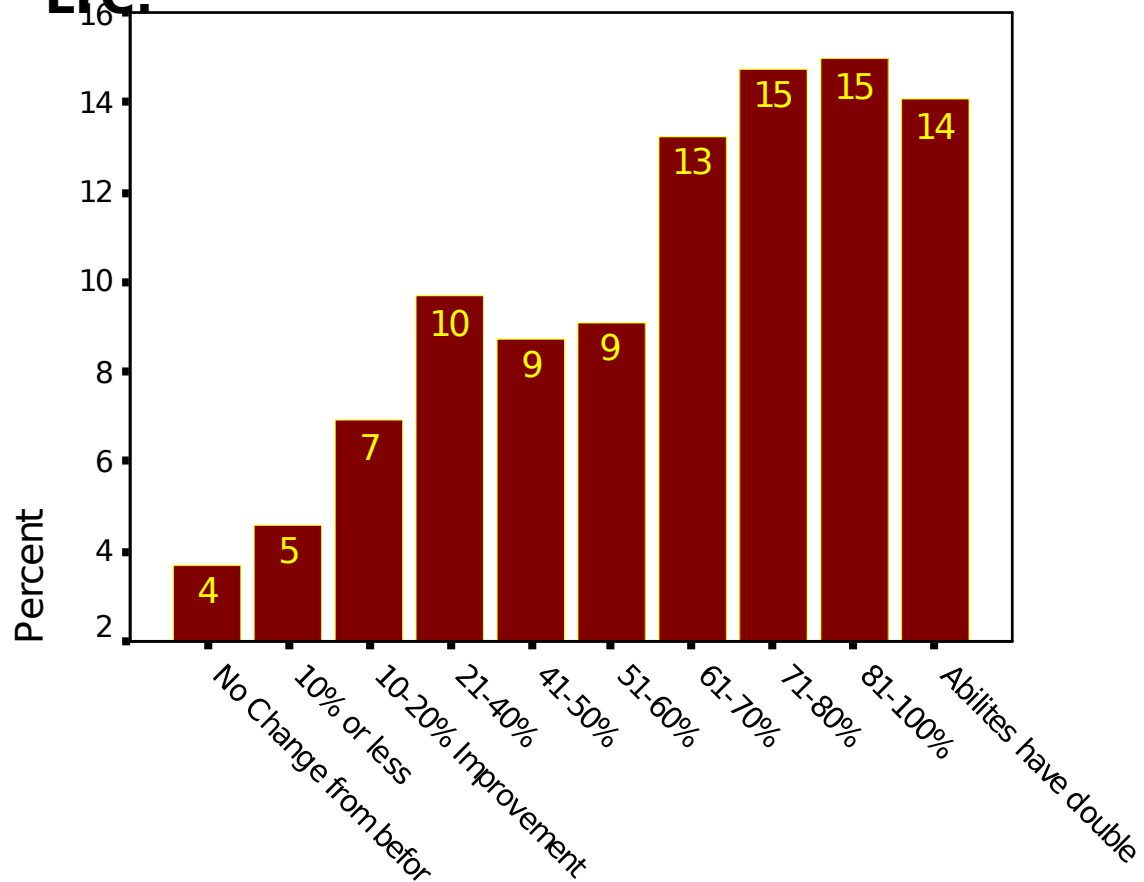
- **The greatest increase in any subset leadership skill occurred in teamwork skills.**
- **Cadets were more consistently positive about their increased ability to work together in a team environment, and this element contributed substantially to their overall impression of what they had gained at LTC.**



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66% of cadets believed that their overall leadership skills increased by more than 50% during the course of LTC.



Overall Leadership Increase



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Overall Leadership Ability

The overall percentage of leadership ability increase was greater than any of the component elements.

- **Some cadets saw large increases in communication or teamwork or influencing others, but nearly all some dramatic increases in skills.**
- **Only 9% reported minimal or no change in abilities.**



Perceptions of Improvement of Skills

- ★ **Cadets were overwhelming positive in their assessment of the degree to which their communication, logic, and influencing skills increased over the course of LTC.**
- ★ **Some exaggeration of the degree of change may be part of the final assessment, but, even accounting for a “halo” effect of rating, the amount of increases were remarkable.**
- ★ **Increased skills, however, do not necessarily result in increased retention.**

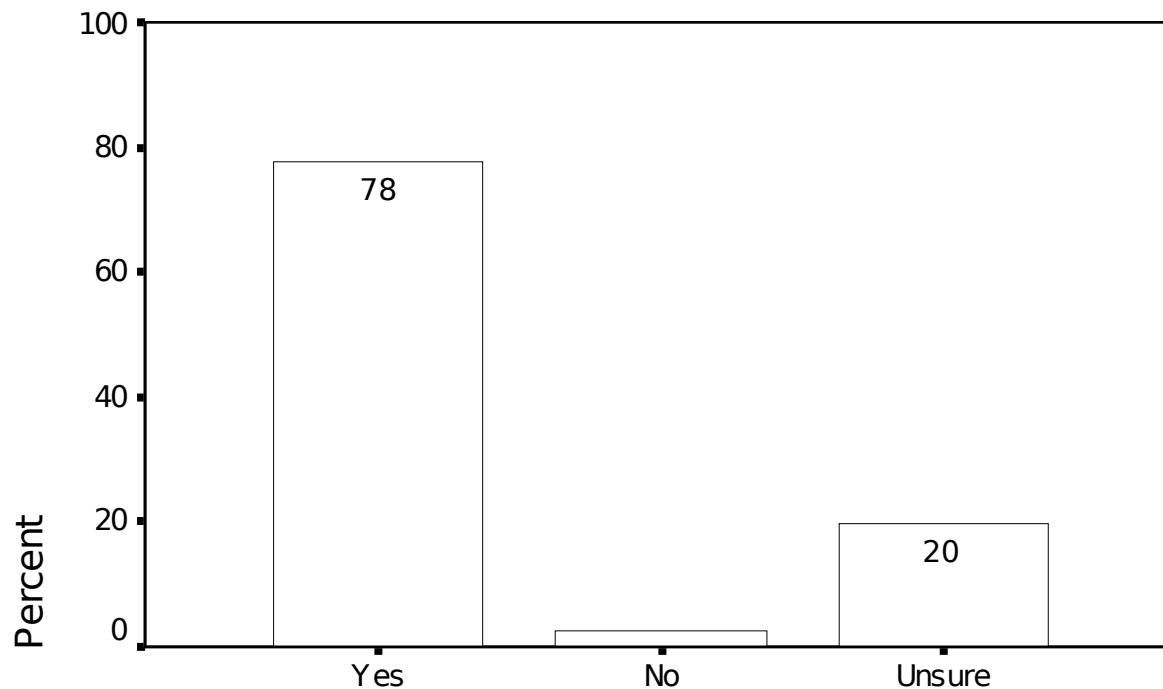


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Plans for Commissioning

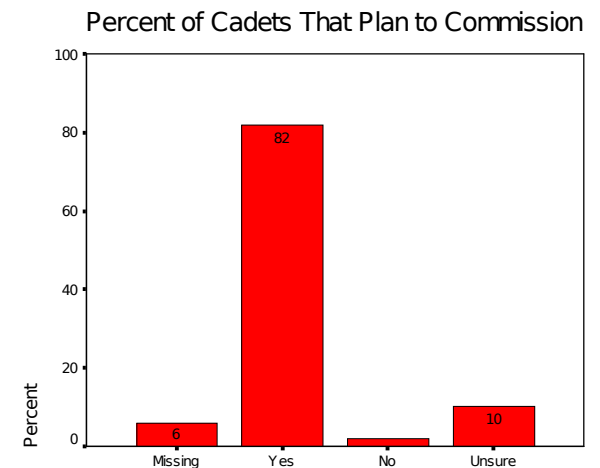
Only 2% of Cadets Indicated that They
Would Not Commission at the End of LTC



Commissioning Plan

***Of those cadets who completed the pre-LTC survey and not the post-LTC survey, 84% indicated a plan to commission. Early plans to commission can not be directly tied to initial beliefs of cadets.**

The number of cadets who were sure about commissioning dropped slightly from the pre-LTC survey and the number who were unsure increased.



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Plans for Commissioning

Prediction to commissioning was very low. At first glance, the most important determinants of whether a cadets plan to commission was whether the cadet's cadre contacted them during camp, when they first learned about Army ROTC, teamwork development and listening to others.

ANOVA^a

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.168^a	.028	.022	.41

a. Predictors: (Constant), Teamwork Development, Cadre Contacted Me, When_Leamed_AROTC, Listen to others, Exciting

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.813	5	.763	4.649	.000^a
	Residual	131.573	802	.164		
	Total	135.386	807			

a. Predictors: (Constant), Teamwork Development, Cadre Contacted Me, When_Leamed_AROTC, Listen to others, Exciting

b. Dependent Variable: Cadet Plan to Commission

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.613	.108		5.690	.000
	Cadre Contacted Me	2.484E-02	.031	.028	.810	.418
	When_Leamed_AROTC	1.811E-02	.006	-.112	-3.181	.002
	Listen to others	1.060E-03	.009	.004	.119	.906
	Exciting	2.722E-02	.009	.119	3.186	.002
	Teamwork Development	5.341E-04	.008	-.003	-.079	.937

a. Dependent Variable: Cadet Plan to Commission

Home cadre can have a big impact on the commission decision.

The earlier the cadet learns about Army ROTC, the greater the chance that he will commission.



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Plans for Commissioning

- Additional analysis showed that the impact of the cadre prior to camp was stronger than expected in determining whether the cadet would, in the end, plan on staying to commission.
- Excitement and fun enter in the equation as well, but not at the same time.
- If the cadet believed that LTC would be fun and was disappointed, they had a low expectation/fulfillment score (Fun1_2). If they were pleasantly surprised and had more fun than expected, they tended to plan to remain to commission.
- If the cadet thought LTC exciting at the end, the chances of staying to commission were

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.201 ^a	.040	.039	.48
2	.243 ^b	.059	.057	.48
3	.259 ^c	.067	.064	.48
4	.270 ^d	.073	.068	.48

- a. Predictors: (Constant), Cadre preparation good
- b. Predictors: (Constant), Cadre preparation good, Learned about being a leader
- c. Predictors: (Constant), Cadre preparation good, Learned about being a leader, FUN1_2
- d. Predictors: (Constant), Cadre preparation good, Learned about being a leader, FUN1_2, Cadre accurately described LTC

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.497	.045		33.101	.000
	Cadre preparation good	.643E-02	.006	.201	5.929	.000
	Learned about being a leader					
	FUN1_2					
	Cadre accurately described LTC					
2	(Constant)	1.295	.067		19.405	.000
	Cadre preparation good	.221E-02	.006	.177	5.217	.000
	Learned about being a leader	.189E-02	.008	.139	4.098	.000
	FUN1_2					
	Cadre accurately described LTC					
3	(Constant)	1.346	.069		19.488	.000
	Cadre preparation good	.125E-02	.006	.172	5.072	.000
	Learned about being a leader	.724E-02	.008	.119	3.431	.001
	FUN1_2	.965E-02	.007	.093	2.715	.007
	Cadre accurately described LTC					
4	(Constant)	1.366	.070		19.659	.000
	Cadre preparation good	.353E-02	.008	.240	5.290	.000
	Learned about being a leader	.053E-02	.008	.133	3.790	.000
	FUN1_2	.216E-02	.007	.105	3.034	.002
	Cadre accurately described LTC	.997E-02	.009	-.105	-2.244	.025

a. Dependent Variable: Projection to Commission Posttest



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Plans for Commissioning

- ★ **Cadets who knew about Army ROTC early in or before High School were more likely to plan to continue to commission.**
- ★ **Variance in reported increases in leadership skills did not fully explain the decision to continue to commission.**
- ★ **The following elements of cadet perception worked positively toward the decision to remain to commission:**
 - ➔ **Cadets found LTC exciting**
 - **Cadets felt well prepared by cadre for LTC**
 - **Cadets were contacted by cadre from campus during camp**
 - **Cadets whose expectations of fun were exceeded**
 - **Cadets who found out about Army ROTC early**
 - **Cadets who learned about leadership**
 - **Cadets who**
- ★ **The following were negatively related to commissioning:**
 - **Cadets who found LTC physically too demanding did plan to commission**
 - **Cadets who reported not being in good physical shape tended not to stay to complete LTC**
 - **Cadets who were ill-prepared or did not have a good understanding of LTC tended to be unsure of their plans to commission.**

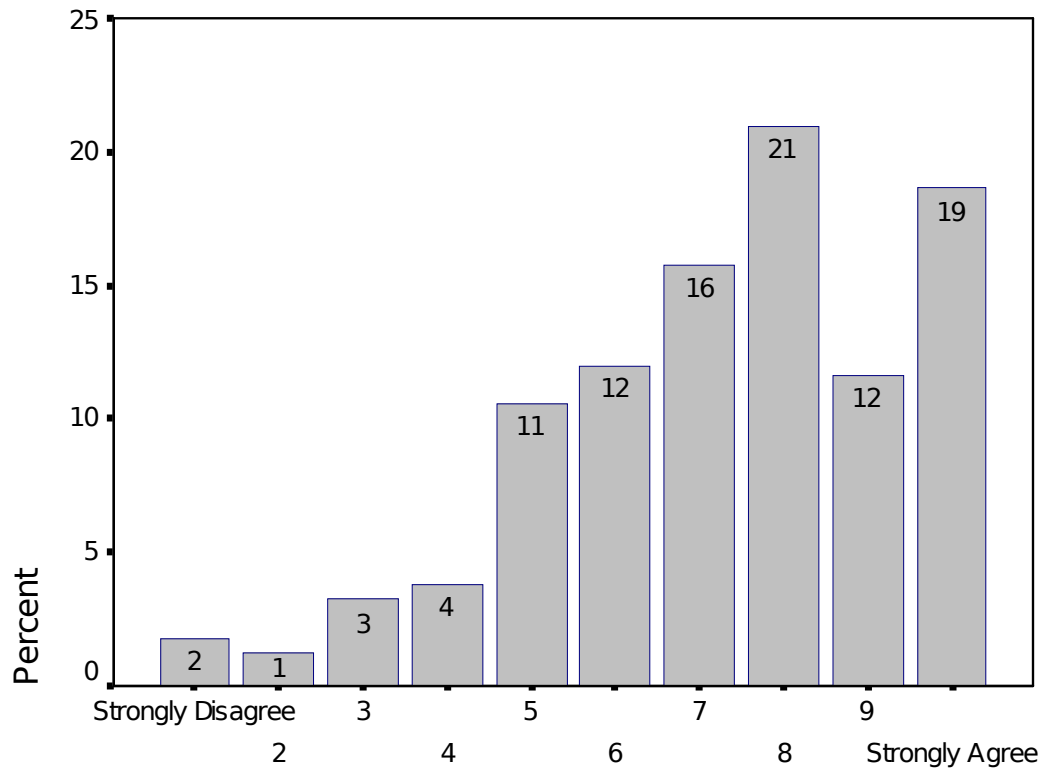


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Post-LTC Survey Results

Most cadets believed that they learned a great deal about being a leader at LTC.



Learned about being a leader

Learned About Being a Leader

- **Cadets were less enthusiastically positive about having learned a great deal about being a leader.**
- **Some cadets may not have seen the component elements as all there was to leadership.**
- **However, the evaluation by cadets was positive.**

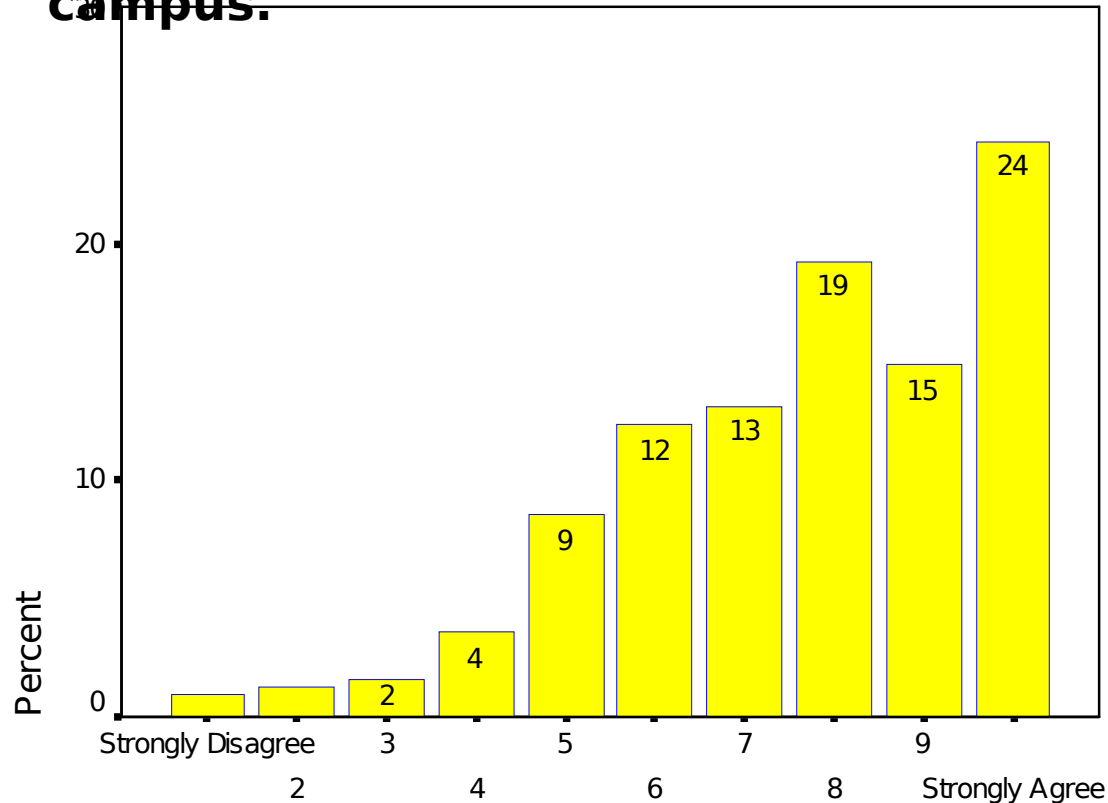


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Post-LTC Survey Results

Cadets did believe that what they learned at LTC will be applicable on campus.



Able to apply learning to Non-ROTC

Utility on Campus

- **Cadets saw the skills and abilities improvements as directly applicable to on campus, non-ROTC activities.**



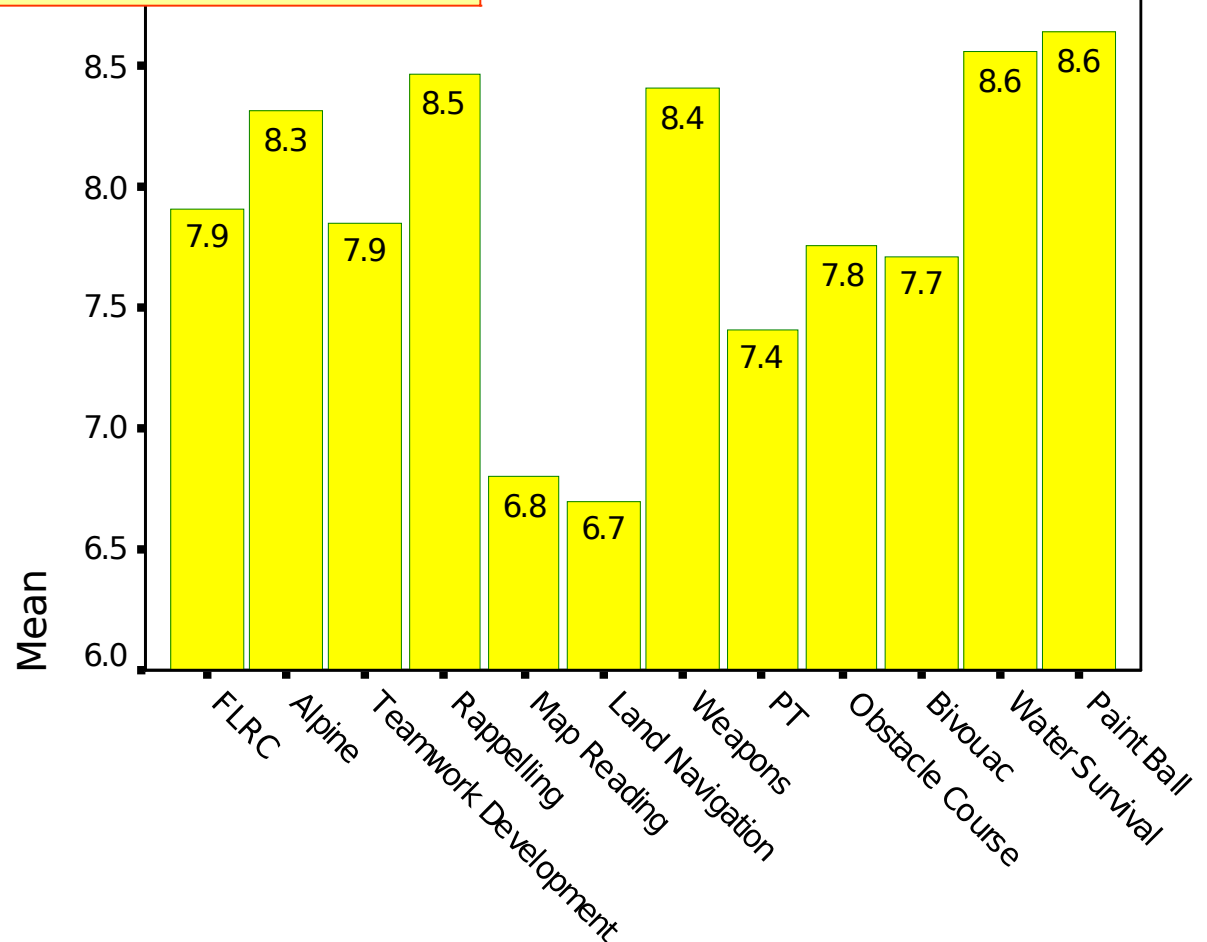
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Post-LTC Survey Results

Course Evaluation

- Cadets liked most activities with the exception of Map Reading and Land Navigation.



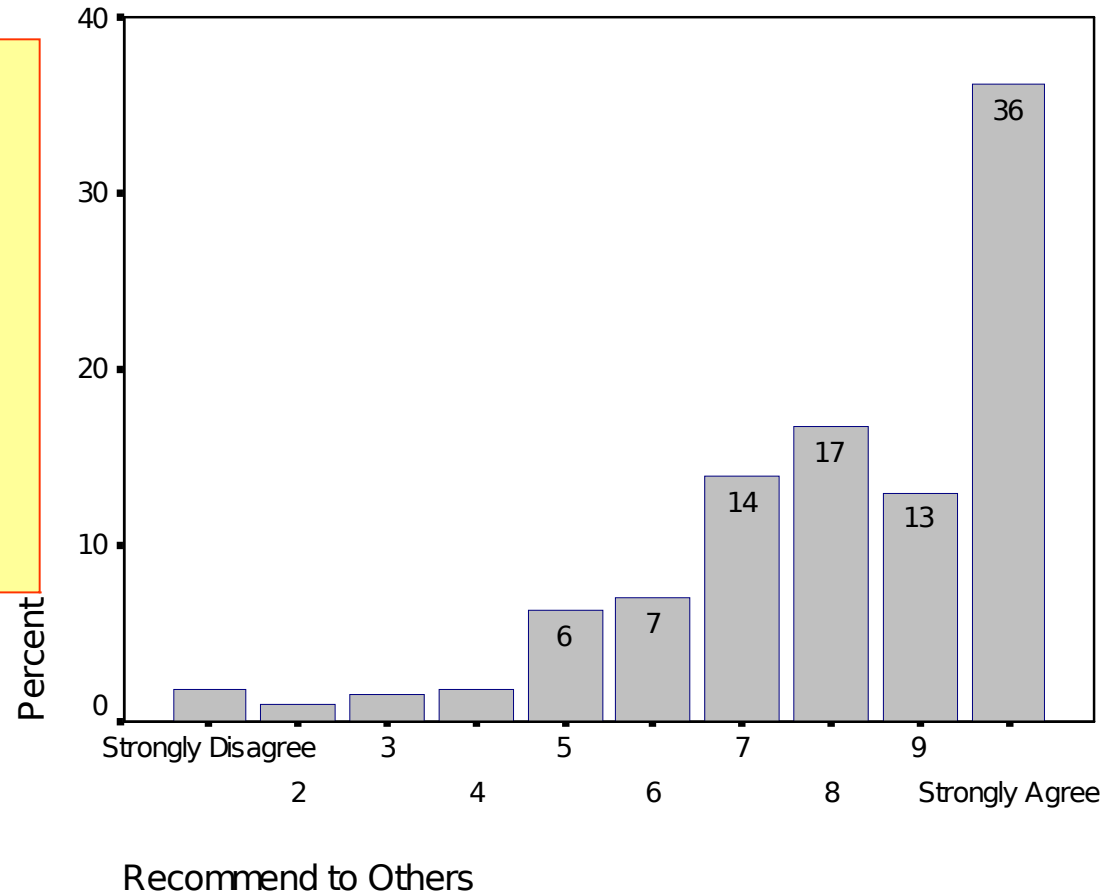
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Post-LTC Survey Results

Course Evaluation

- Cadets would recommend the course to others.
- This response ties closely with the decision to remain until commission. However, it is not a predictor variable.



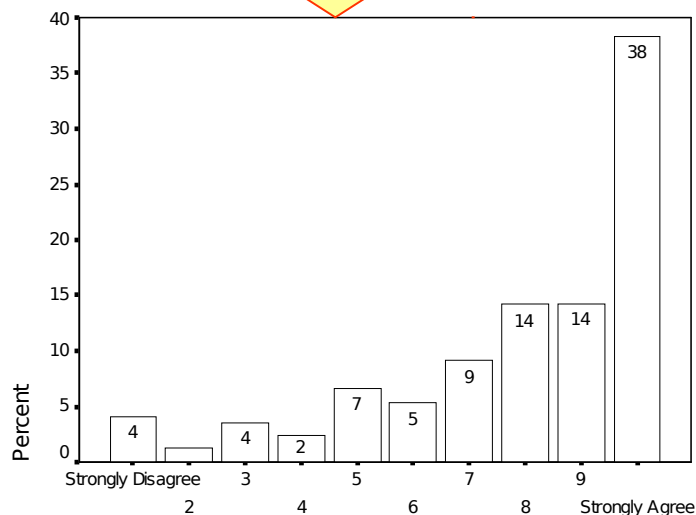
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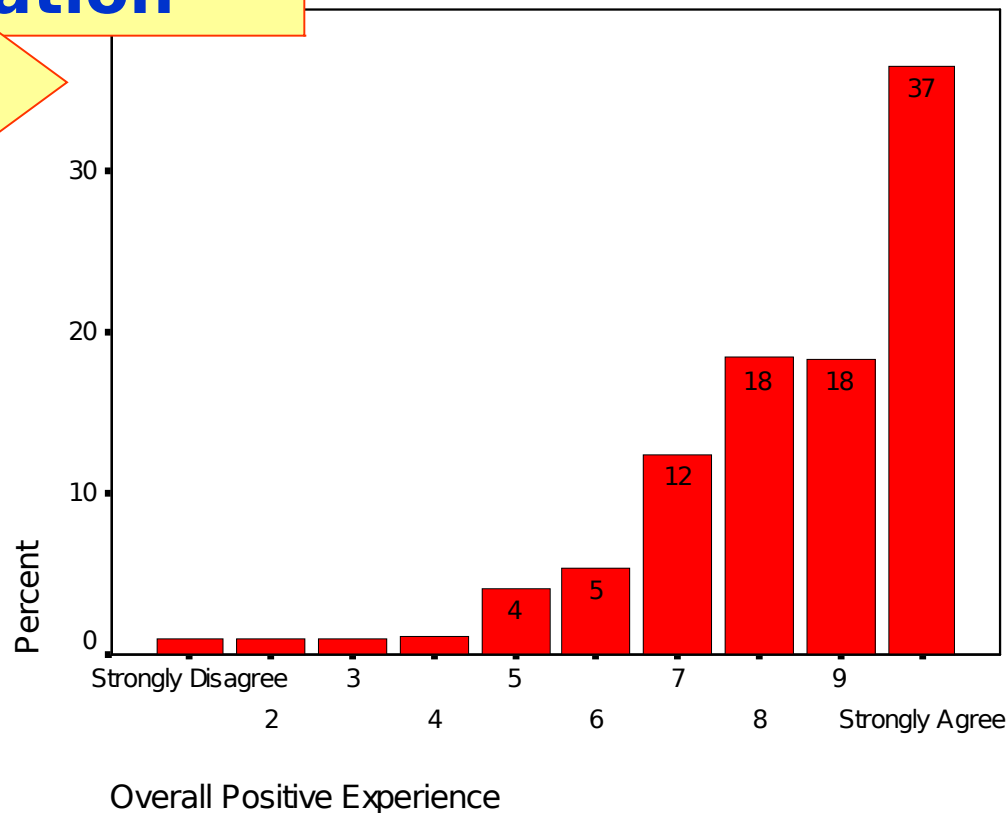
Post-LTC Survey Results

Course Evaluation

- Cadets strongly endorsed LTC as a positive experience.
- Some would not have done it again, however.



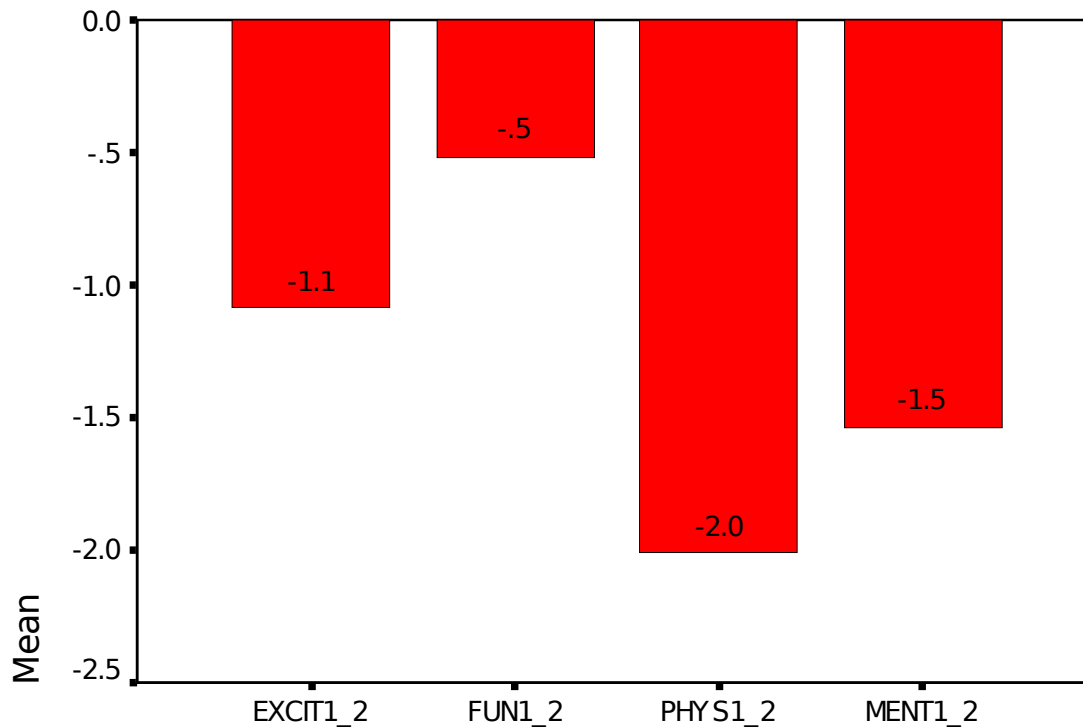
Do LTC Again



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Despite Positive Experiences Post-LTC Evaluations Fell Well Short of Expectations



Meeting expectations accounts for only 12.5% of the cadets' decision to continue to commission.

- **Variables “1_2” indicate change between the pre-LTC and post-LTC evaluation.**
- **Negative scores reflect a measure of not getting as much as expected or disappointment.**
- **Cadets anticipated a more physically and mentally demanding course.**

	Beta	t	Sig.
Fun	.156	2.698	.007

not as much so.



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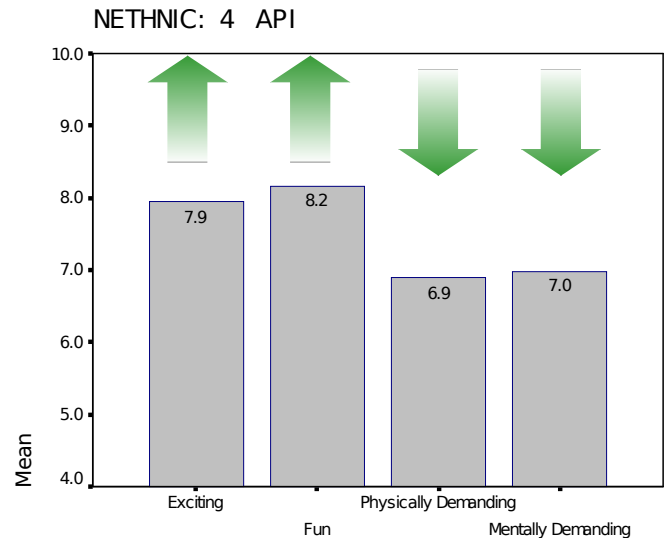
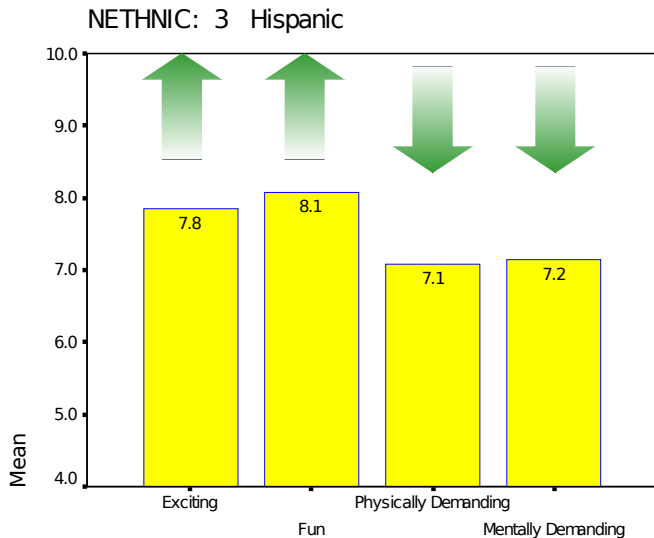
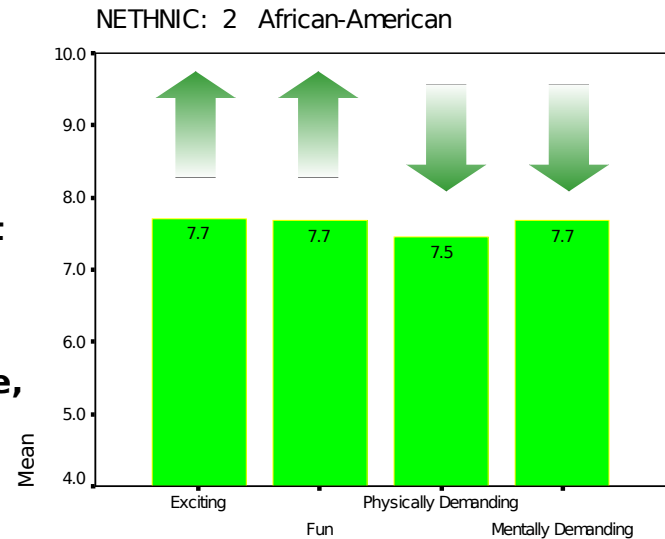
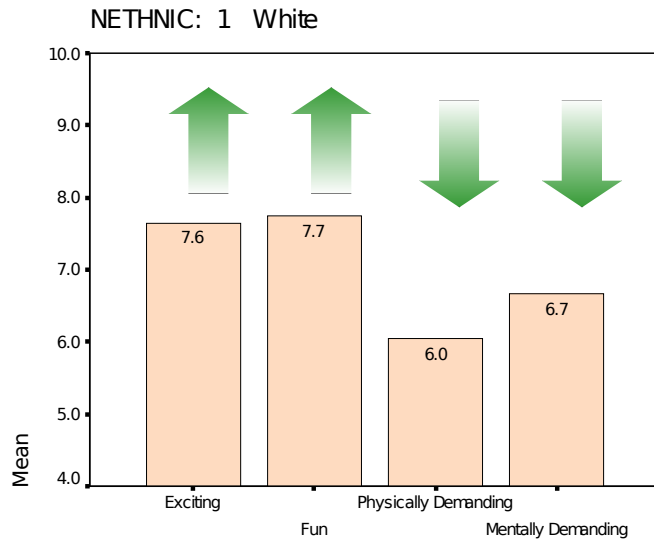
Ethnicity Interaction

- ★ **African-Americans and Mexican Americans place high value on job skills and technical aspects of a branch in their choices.**
- ★ **Leadership development is not seen by minority cadets generally, and particularly by African-Americans as a stepping stone to a civilian job.**
- ★ **Adventure and a fun job while an officer are the primary elements of the white male cadet decision to branch.**
- ★ **Hispanic cadets were not uniform in their reasons for branching decisions with Mexican American cadets reacting similarly to African-Americans, but differently than other Hispanics.**



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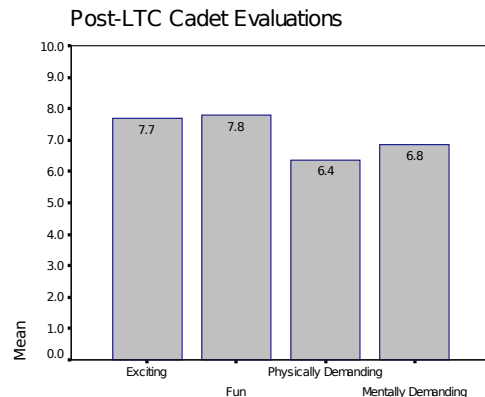
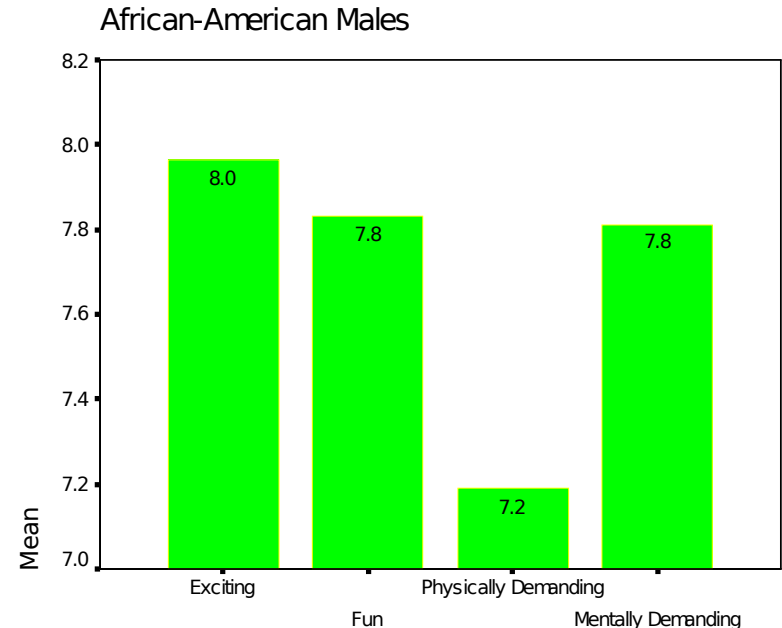
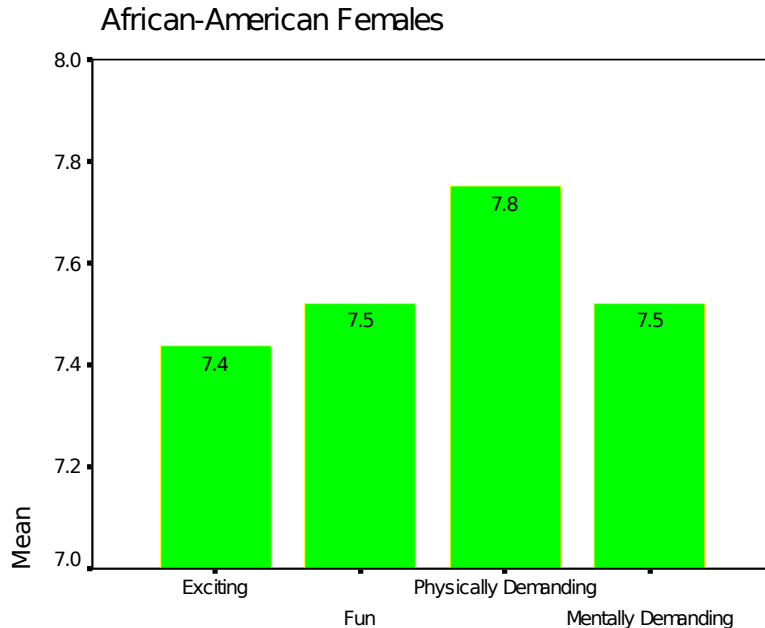


Down green arrow indicates that those who score high are somewhat less likely to commit to commission. Up green arrow shows that higher the score, the better the chance of commissioning. Although Excitement and Fun are about the same for all groups, whites were less likely to consider LTC challenging. African-Americans are too high in areas of physical and mental demand.

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Among African-American Females the perception of LTC being physically demanding was stronger than among African-American males.



African-American females had more reported difficulty with the physical nature of LTC with scores a full 1.4 points higher than overall average at the left.

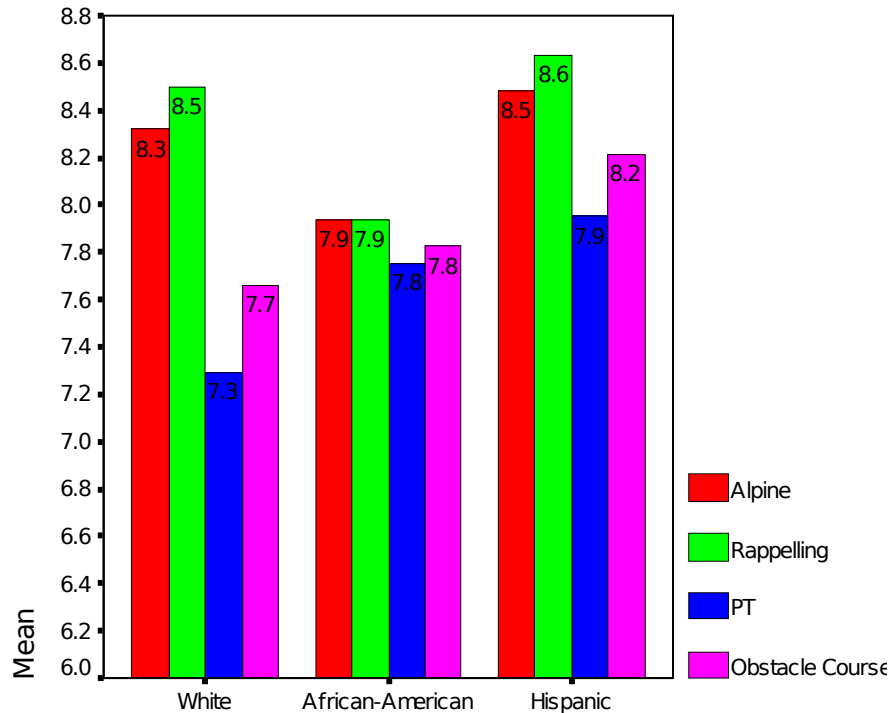
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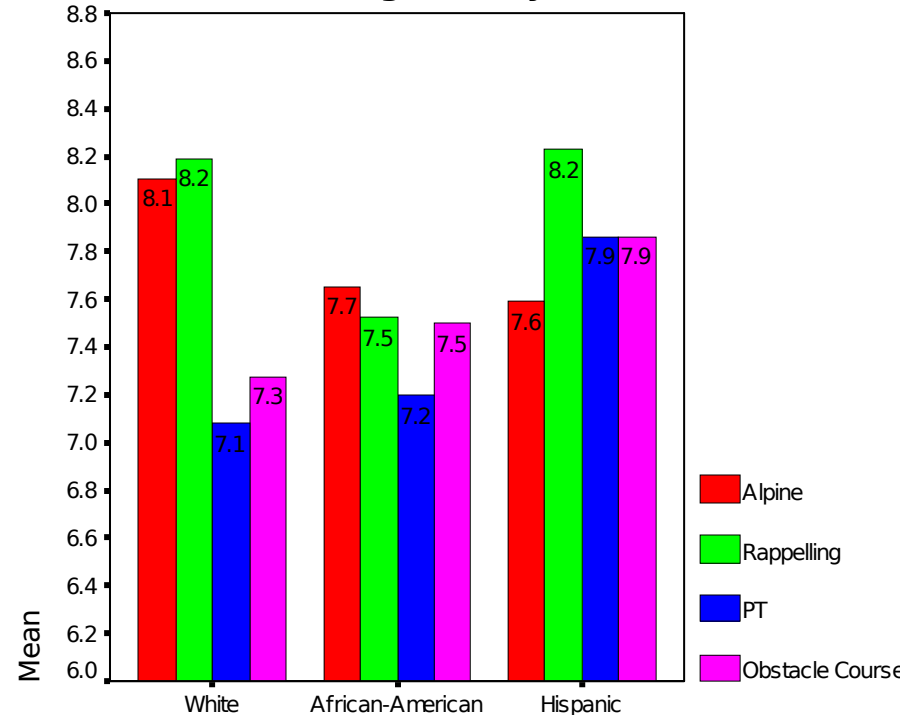
Of the physically challenging elements, PT was least liked.

Women were evaluated lower on all physical scales regardless of ethnicity (they liked them less).

Male Ratings of Physical Events



Female Ratings of Physical Events

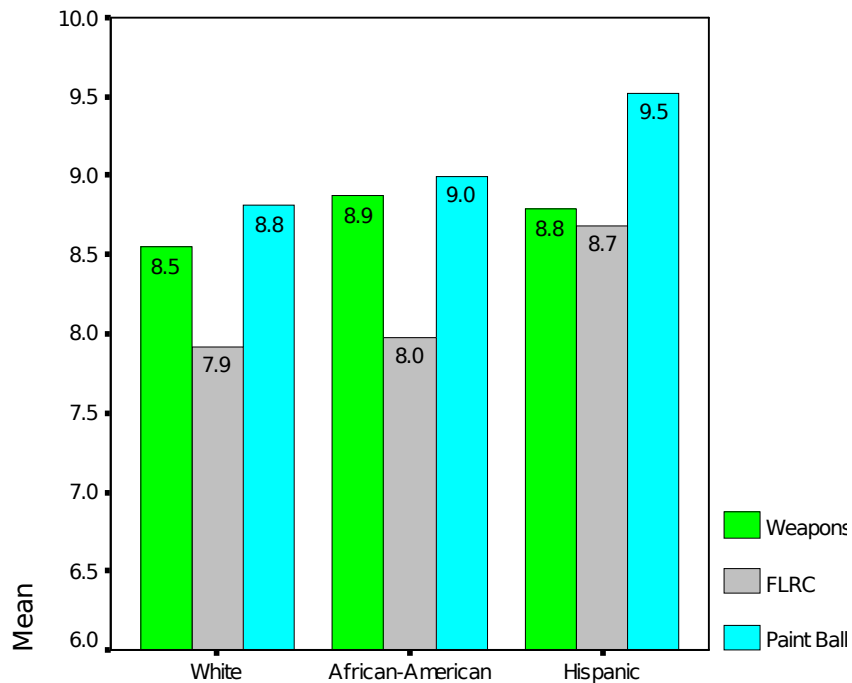


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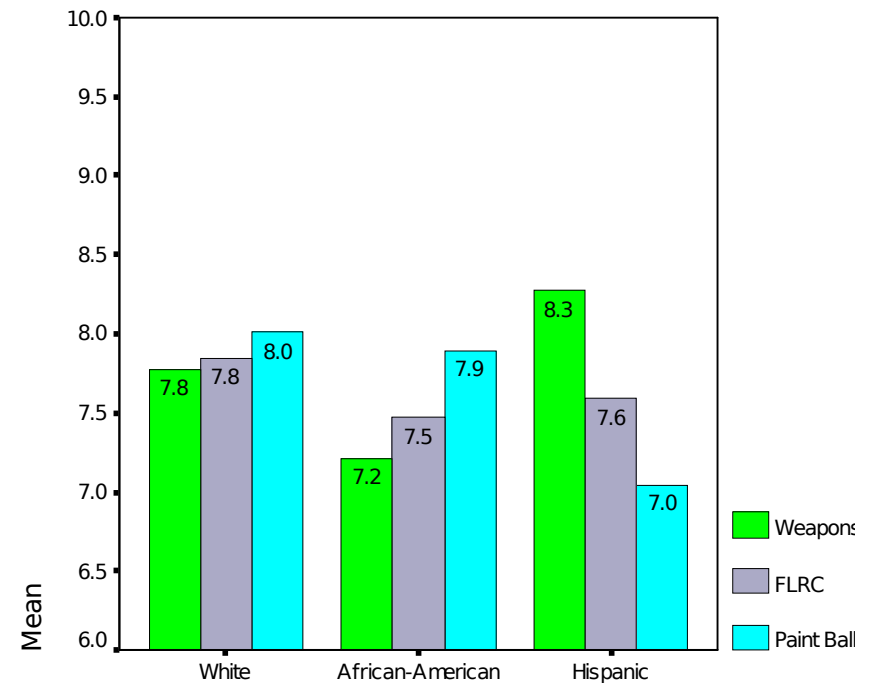


Of the more tactical elements, significant differences between male and female ratings existed on all but FLRC where gender differences were slight.

Male Ratings of Tactical Events



Female Ratings of Tactical Events



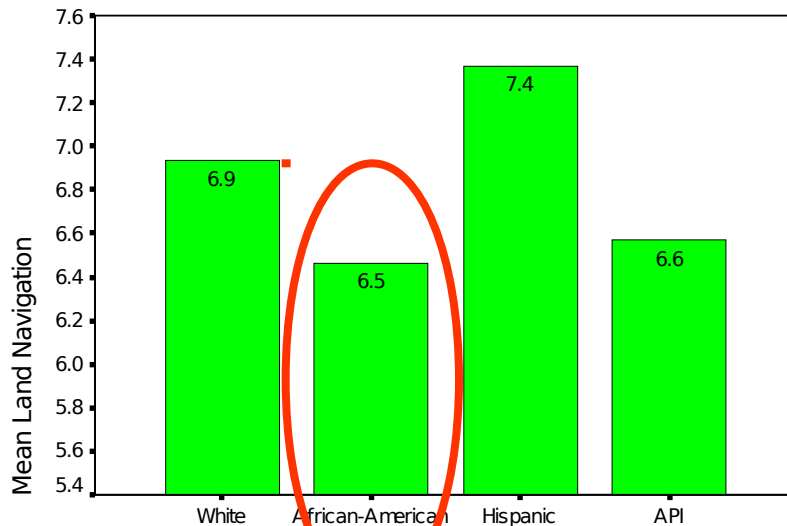
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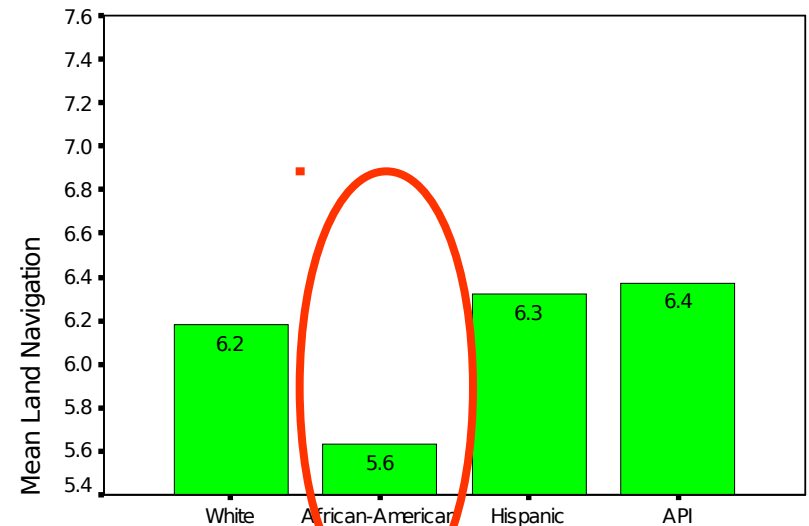
Why is LandNav a continuing problem in LTC and NALC for African-Americans?

Why are female African-Americans generally turned off by Land Nav?

Male Response to Map Reading
and Land Navigation



Female Response to Map Reading
and Land Navigation



African-American males do not respond well to Land Nav. African-American Females, Are significantly lower yet.

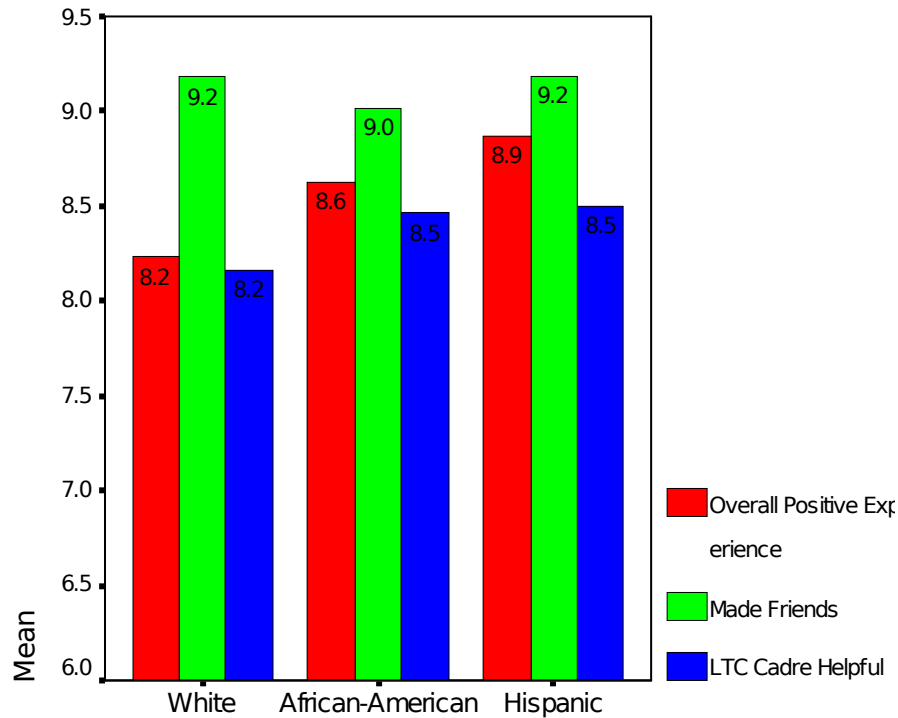


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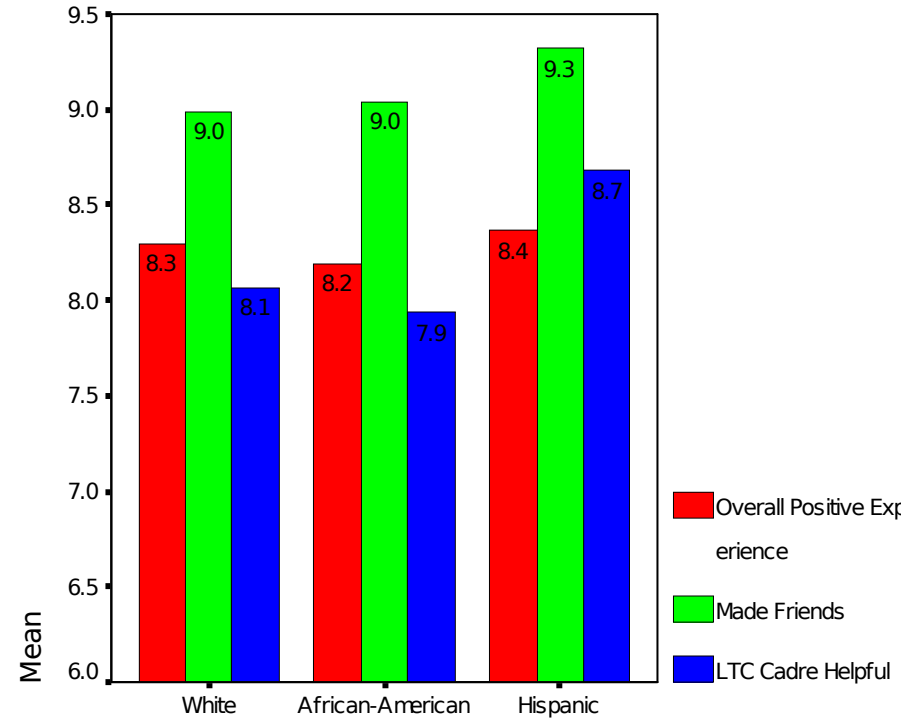


Males and females agreed on other basic experiences.

Male Observations



Female Observations



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Ethnicity Interaction Summary

- ★ Cadets were generally expecting greater physical challenge at LTC than what they experienced.
- ★ Cadets who found LTC relatively non-challenging
- ★ Cadets who found LTC physically highly challenging were not as likely to commit to commissioning.
- ★ African-American and Hispanic Females found LTC much more challenging than other ethnic/gender groups.
- ★ Only 8% of African-American women reported being in very good or excellent physical conditioning at the beginning of camp, versus 19% of Hispanic women and 21% of Euro-American women.
- ★ Among males, all ethnicities reported similar physical conditioning levels.
- ★ The data suggests that the instruction of map reading and land navigation, as it now exists, does not convey well to African-Americans generally and African-American females specifically.



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Summary of Study

- ★ **The overall opinion of cadets toward development of leadership skills at LTC was very high.**
- ★ **Cadets who completed only the initial survey were just as likely to say that they planned to commission as those who stayed to the completion of LTC, however, they were more likely to say that their physical conditioning was poor.**
- ★ **Very few cadets said that they would not stay to commission at the conclusion of LTC but 20 percent indicated uncertainty.**
- ★ **No one element or response contributed overwhelmingly to the decision to contract, however, some that had more influence were:**
 - ➡ **How early in their lives cadets had learned about Army ROTC.**
 - **Cadre preparation for the course.**
 - **Whether the cadet's expectations of exciting activities were met.**
 - **Perceived increase in leadership skills.**
 - **Whether campus cadre contacted them at LTC.**



Summary of Study (continued)

- ★ **The pre-LTC survey surfaced cadets' opinions of their overall leadership capacity. Although the cadets rated themselves above average, they also indicated that they had not reached their leadership potential.**
- ★ **More than half of the cadets claimed 50 percent or more increases in specific leadership components, including:**
 - **Influencing others through action.**
 - **Influencing others through persuasion.**
 - **Comfort in assuming the leadership position.**
 - **General interpersonal skills.**
 - **Logical problem solution.**
 - **Communication skills.**
 - **Listening skills and following directions.**
 - **Ability to work in a team environment.**

Cadets believed that their newly acquired skills will be useful on campus in non-ROTC activities.

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Recommendations

- ★ **Cadets scheduled to go to LTC should be either :**
 - **Included in PT with the battalion for a period of two months prior to attending LTC.**
 - ▢ **Or supervised in a program of strenuous physical activity prior to going to LTC.**
 - ▢ **This would improve their physical conditioning to complete LTC and increase the likelihood of commissioning for those who complete.**
- ★ **Cadre should focus more on the existing physical conditioning of the prospects in the recruiting phase. Cadets will report their condition and cadets who are out of shape may not achieve or maintain sufficient physical conditioning to complete LTC or enjoy the process.**
- ★ **Campus cadre should continue to contact cadets at LTC (positive impact on cadet decision to commission).**
- ★ **Need to review the instructional content and method of map reading and land navigation to determine why minorities do not respond to it and to increase its appeal generally.**
- ★ **Campus cadre should provide the most realistic view of LTC in order not to elevate expectations beyond what actually exists.**
- ★ **Brief the results of the study to regions at their conferences.**
- ★ **Physical requirements at LTC should be reviewed in light of on-campus preparations to assure that cadets are sufficiently physically challenged.**



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